

**Health and Physical Education Grades 1 – 8 Curriculum Review
Feedback Consultation**

**Response provided by the Provincial Subject
Associations for Health and Physical Education:**

Submitted by:

The Provincial Subject Associations for Health & Physical Education

**Ophea (Ontario Physical and Health Education Association) on behalf of
the Curriculum Advisory Council, Board of Directors, and Staff**

AND

**OASPHE (Ontario Association for the Supervision of Physical and Health
Education) on behalf of the OASPHE Executive and General Membership**

FINAL: December 18, 2008

Introduction

This survey asks participants to assess the proposed revisions to the Elementary Health and Physical Education Curriculum, Grades 1-8. Participants are invited to share comments related to the revisions.

There are six parts to this survey.

- **Part A** identifies the *community* whose views are reflected through the survey
- **Part B** gathers feedback on the parts of the *introductory section* of the curriculum policy document that are connected to Vision, Living Skills and Strand Overviews
- **Part C** assesses the *overall content* of the proposed revisions
- **Part D** gathers feedback on the *format* of the document
- **Part E** provides an opportunity to provide *general comments* and feedback about the draft, including comments about the *discipline name*
- **Part F** provides an opportunity to give *any other input* you deem appropriate.

Note: For each section, there is a final question entitled, “Specific suggestions to improve the text” where you are invited to add any specific comments you wish to make. We welcome your constructive and specific suggestions for improvement.

If referring to particular expectations in this section, please identify the expectation by grade, strand and number, e.g., Gr.1 HL1.2 (second Healthy Living Expectation in Grade 1). Expectations are numbered on the draft copies of the curriculum.

Questions marked with an asterisk (*) are required fields; a response is required.

PART B: Introductory Section: Vision, Strand Overviews and Living Skills

This section asks you to consider some parts* of the introductory material of the proposed draft revised curriculum and indicate the degree to which each section communicates the key messages and philosophical underpinnings for the curriculum. Use the rating scale below, and use the comment box if you wish to include further details or considerations.

*Note: There are other parts of the introductory material which have not been included for comment at this time.

The rating scale from 1 to 5 represents the following:

5	indicates that you strongly agree
3	indicates that you are neutral or have no opinion on this section
1	indicates that you strongly disagree

In the Introductory Material:

The vision of the revised Health and Physical Education curriculum is clear, inclusive and forward thinking.	1	2	3	4	5
The vision is clearly communicated.	1	2	3	4	5
Key ideas underlying the Health and Physical Education curriculum are clearly communicated.	1	2	3	4	5
The strand overviews provide useful information for program planning.	1	2	3	4	5
The appendices, including scope and sequence of learning for each strand, are useful.	1	2	3	4	5
The division overviews provide useful information for program planning.	1	2	3	4	5

Specific Suggestions to improve the text:

- Overall, Ophea and OASPHE are very supportive of the proposed vision and overall framework for the revised Health and Physical Education Curriculum.
- Research and program evaluation with key stakeholders on issues such as the introduction of Daily Physical Activity (DPA) and the Foundations for a Healthy School Framework (Ministry of Education) indicate that the key need for the release of any policy (and subsequent implementation) is that the expectations are clearly communicated so that educators know what is expected of them and so that others outside of the education sector understand what they can expect schools to provide.
- Recognizing that the primary audience for the elementary H&PE Curriculum is generalist teachers with little to no background regarding H&PE, and who must manage expectations from several subject areas at once, special consideration must be given to the context of a generalist teacher.

- The inclusion of the appendices and scope and sequence is important; however, it is likely that generalist teachers will likely skip right to the expectations without reading all of the front matter and appendices. A key recommendation is to provide specific references (within every strand and every grade, or added to the overall expectations) to key supporting information (i.e. glossary, appendices, etc.) to ensure full understanding of the expectations.
- Attention must also be paid to the language used within the document to ensure expectations are clearly communicated and free of jargon. The language related to the movement competence strand in particular could be more clear.
- The intent behind the appendices and scope and sequence is good; however, modifications are needed to these tools in order to improve the clarity of the expectations and their usefulness for program planning.
- The Introduction should also include additional information such as:
 - A reference to Physical Education safe practices and safe environment for the teacher should be reflected in the upfront section and a reference to the Safety Guidelines should be there. There is a Safety message in the upfront, but it refers to student safety, not safe practices for the teacher.
 - Stronger positioning and consistency of messaging is needed regarding DPA. Since the release of the DPA Policy, the Ministry of Education has invested over \$17 million to support educators in implementing DPA we would expect to see a stronger explanation in the introduction that this is still in fact a requirement, and clearly explain how it fits within the context of the complete Health and Physical Education curriculum within the context of a Healthy School (i.e. just doing DPA is not H&PE). Further recommendations related to this topic are made in the Active Living Section Below.
 - The introduction should also include more information regarding the importance of implementing Health and Physical Education within the context of a Healthy School. We recommend that the concept of Healthy Schools needs to be more strongly positioned within the renewed curriculum. Specifically, the introduction should include:
 - A definition of Healthy Schools (i.e. explanation of Healthy Schools components such as high quality instruction and programs, healthy physical environment, supportive social environment, community partnerships)
 - Additional details regarding the importance of a shared responsibility to ensure healthy active living for children and youth. Since the newly-released Ontario Public Health Standards direct public health to support school boards and schools, we recommend a specific reference to the role of public health in supporting Healthy Schools.
 - On page one (following goals) a note to indicate that the outcomes of the Health and Physical Education curriculum are best achieved within the context of a Healthy School (and then give a brief definition of the components of a Healthy School) as this provides opportunities to reinforce and allow students to apply the learning gained through the Health and Physical Education curriculum.
 - Elaboration (i.e. Page 3 front matter) regarding how H&PE connects to other subject areas (again to provide greater clarity for the generalist teacher who is managing several curricula).

- The appendices including the scope and sequence of learning for each strand need revision as they are written now. Appendix 1: Active Living Scope and Sequence of Learning, Grades 1-12 and Appendix 2: Movement Skills Scope and Sequence of Learning, Grades 1-12 need much more detail to provide direction to the teacher (particularly the elementary generalist) as to what the students are to know and be able to do.
- The Sample Movement Skills Continua are more useful to secondary than elementary teachers; however, these too need to be revised to reflect the language of the transferable movement skills rather than the more sport-specific language that is in these. The language is very technical – and more detailed than even the Grades 9 & 10 teacher needs to use. The elementary teacher would also need/want to know at approximately what age a student might be capable of reaching the competent stage. For example is it appropriate to expect that a Grade 2 student would be competent in the overhand throw or would the emerging/developing stage be more appropriate.

Living Skills are adequately and effectively communicated in the introductory material:

Living Skills are clearly defined in the introductory material.	1	2	3	4	5
The concept of Living Skills integration throughout the curriculum is clearly explained.	1	2	3	4	5
Living Skills are clearly explained in the one page document that precedes each grade.	1	2	3	4	5
Specific Suggestions to improve the text:					
<i>There are some major concerns regarding how the Living Skills strand is positioned.</i>					
<ul style="list-style-type: none"> • Because H&PE is the only subject area that includes Living Skills within curriculum expectations and that these Living Skills are critical to student achievement in other areas (for example recent EQAO results indicate that a relative area of weakness for students across the province is higher levels of literacy (i.e. making connections), we like that Living Skills has been recognized as an important component of Health and Physical Education. However, we don't think that Living Skills should be positioned as the first item within the goals and frameworks nor should it be the first strand developed in the upfront section.. We would prefer to see a positioning similar to how the learning skills are positioned in the elementary report card(i.e. the knowledge and skills of the Living Skills should be learned through and in the context, of the other 3 Strands – Active Living, Movement Competence and Healthy Living) 					

- We support the notion of integrating the Living Skills into the other strands; however, the concept of Living Skills integration is not clearly explained. It is unclear how and where they are embedded in each expectation, and more direction is required for how they can be integrated into each expectation. Section 4 (Living Skills) of each strand simply tells educators to refer to the Living Skills Chart at the beginning of each section- this is not adequate.

Suggestions to improve are as follows:

- Making the Living Skills Chart as a separate appendix similar to the scope and sequence for each of the strands OR include a column for Living Skills in each of the existing scope and sequence appendices to demonstrate which Living Skills may be most appropriately integrated for each of the expectations.
- Consider creating a master list of Living Skills, each identified by a “unique icon” which can be used to identify which Living Skills apply to each expectation.
- Ensuring that each expectation has at least one example (teacher prompt or student talk) that relates to at least one living skill.
- Clarify links to the achievement chart
- Consider a description in the LS chart that provides more detail as it is presented in the revised French H&PE curriculum for positioning, under Critical Thinking. For example, following each description of the steps for critical thinking, teachers are provided with a list of Required Skills. For example (unofficial translation):
 - **DECISION**
At this stage, students must actively reflect. The student can solve a problem, debate a decision, put a plan into action, offer a performance, present a project, share a strategy, use a tactic or get involved with a cause.
Required skills: creativity, leadership, self-confidence

PART C: Expectations – Proposed Revisions

This section asks you to consider the proposed draft revised curriculum expectations and indicate the degree to which each section adequately and effectively communicates the key messages for educators. Use the rating scale described in Part B, and use the comment box if you wish to include further details or considerations.

Overall Expectations:

can be evaluated (they are observable, measurable, and achievable)	1	2	3	4	5
are clearly connected to the achievement chart	1	2	3	4	5
clearly identify the core concepts being explored	1	2	3	4	5
<p>Specific Suggestions to improve the text: <i>Note: These have all been rated low because of the Living Skills and the groups dissatisfaction with how they are presented.</i></p> <ul style="list-style-type: none"> • If there is an overall expectation for Living Skills as there is in this draft, specific expectations need to be built out with examples (teacher prompts and student talk). Putting it as a chart makes it difficult to evaluate and it may get lost (particularly if teachers are skipping directly to the expectations and not reading all of the front matter thoroughly). • More diverse examples need to be in the achievement chart to connect to the overall expectations - e.g. more examples need to reflect the Living Skills in achievement chart e.g. Grade 4 Movement Competence, Overall Expectation #3 needs an example in the achievement chart. • DPA needs to be an overall expectation for Grades 1-8. Recognizing the importance of consistency and continuity, this slight variation in wording is reinforced by the fact that a policy has been released by the Ministry of Education on DPA, which justifies why the elementary overall expectations should be worded differently than the secondary. For example, Grades 1-8 Active Living Overall Expectation #1 should be revised as follows: <ul style="list-style-type: none"> ▪ Participate on a DAILY basis in a wide variety of physical activities, a practice that encourages lifelong participation. ▪ When DPA was first introduced, the Ministry did a poor job of communicating that DPA was part of the H&PE curriculum and thus, was seen as an “add on”. As a result, in many cases, schools replaced the teaching of the broader H&PE curriculum with “DPA” which was to be only one component. This is an opportunity to clarify that DPA is only one part of a quality Health and Physical Education program. • Active Living Overall Expectation #2 – we do not believe that Grades 1-4 should have to develop and act on a personal fitness plan. The concept of a plan should begin at Grade 5. We prefer the structure and wording of the Overall Expectation used in the French Curriculum. For example: <ul style="list-style-type: none"> ▪ Grade 1: (unofficial translation) Put into practice the concepts linked with physical fitness in order to lead a healthy active life. 					

Specific Expectations:

reflect a progression of knowledge and skills through the wording of the expectation itself and supporting text (examples, teacher prompts, student talk)	1 2 3 4 5
reflect an age-appropriate progression	1 2 3 4 5
clearly show integrated Living Skills where appropriate	1 2 3 4 5
indicate a clear link between the expectations and the achievement chart.	1 2 3 4 5
indicate a clear link between specific and overall expectations	1 2 3 4 5
<p>Specific Suggestions to improve the text:</p> <ul style="list-style-type: none"> • There needs to be more distinction between expectations from grade to grade with specific and clear wording or examples. • Appendix 2 is unclear and needs examples in each of the boxes. There should be a change in each grade with explicit progression. The way it stands now, the Appendix doesn't appear to match the specific expectations. • The same Continuum of Movement Strategies and Tactical Skills occurs the in the 1-8 and 9-12. It doesn't give specifics as to when these should be taught – same in Grade 1 and 9 • Living Skills – See comments in previous section regarding specific expectations for Living Sections. • There is not a strong link between specific expectations and the achievement chart – this needs to be clearer with examples. • The idea of having lots of examples is good, however the flow is not there when the e.g. is placed in the middle of the expectation. They should try to be put at the end of the expectation <ul style="list-style-type: none"> ▪ i.e. Grade 7, Movement Competencies, 2.1. 	

Specific Expectations – Active Living:

in the <i>Active Living</i> Strand, reflect a focus on personal development and personal fitness	1 2 3 4 5
in the <i>Active Living</i> Strand, reflect a progression of learning about safe participation	1 2 3 4 5
in the <i>Active Living</i> Strand, reflect learning that includes a wide variety of traditional and non-traditional physical activities	1 2 3 4 5
<p>Specific Suggestions to improve the text:</p> <ul style="list-style-type: none"> • Front Matter section on Active Living should include provincial fitness messages created by OASPHE and Ophea (available at www.oasphe.ca) These messages are important so that the teacher understands that it is a priority to create an environment where students feel comfortable and emotionally safe during fitness assessments. • Safety progression for students reflects progression in the younger grades. As the students get older it is not necessarily a “progression” as it is safety relevant to each activity. 	

- 2.4 – Personal Fitness Plan – expectation is too similar. There needs to be differences in complexity and conceptual change in each grade. For example: short term goals, long term goals, length of plan, number of components in each plan, action plans, leadership. For example, refer to the French Curriculum – Tableau de vie active: informations. The information includes a section on Personal Fitness Plans, outlined by division: (unofficial translation)
 - Goal: time-limited short term activity : *I will run around the track twice during recess* (primary)
 - Fitness plan: repetitive activity required to achieve a goal: *I will jog for 20 minutes, three times per week to increase my cardiovascular endurance* (junior)
 - Fitness program: structured activities (critical thinking process) for the improvement and maintenance of physical fitness (intermediate and senior)
 - Also, include a description of the Understanding of One’s Physical Fitness (this section, as presented during the Nov 20, 2008 consultation with French stakeholders and school boards, has not yet been completed by the Ministry of Education– it was in draft format)
- The examples have started to address the traditional and non-traditional activities, but there needs to be many more multi-cultural and aboriginal activities.
- The Upfront Section should include more information related to “fitness”
- Stronger positioning and consistency of messaging is needed regarding DPA. The Physical Fitness Expectation (Active Participation 2.1) in each grade should clearly identify that this is the Daily Physical Activity (DPA) requirement. Specifically use the term “DPA” in the expectation to clarify that this is where DPA fits.

Specific Expectations – Movement Competence:

in the <i>Movement Competence</i> Strand, reflect an approach that emphasizes developmentally appropriate transferable skills and strategies	1 2 3 4 5
in the <i>Movement Competence</i> Strand, give students an opportunity to develop thinking skills by learning physical activity strategies	1 2 3 4 5
in the <i>Movement Competence</i> Strand, reflect learning that includes a wide variety of inclusive traditional and non-traditional physical activities	1 2 3 4 5

Specific Suggestions to improve the text:

Improvements are needed to clarify the expectations within the movement competence strand.

- Front Matter section is very jargony for the generalist teacher. It must be clarified that movement skills must be explicitly taught so students can learn. Skills are not simply acquired through activities and sports. Perhaps an analogy that compares the development of “physical literacy” to “literacy” may help to clarify this point. For example, while there is value in letting kids “just look” at books, exposure alone will not allow kids to develop the skills they need to be literate.

- Appendices - While the overall concept for the scope and sequence is good, there needs to be a clearer distinction between the expectations from grade to grade with language or examples which reflect the CHANGE that is occurring in each grade. There needs to be more specific reference to what a teacher can likely expect to see from each grade level within the movement skills continua (i.e. when the expectations are the same for three grades within a division, show how you may expect to see beginning in the early grades and competent in the later grades). Similarly, greater clarity is needed on the Continuum for Movement Strategies and Tactical Skills. Teachers may not realize that “simple” does not necessarily refer to the primary grades (i.e. for example many of the “simple: movement strategies start at Grade 4). This is further confused by the use of “simple” in some of the primary movement competence specific expectations (for example, Grade 2, Movement Competence, 2,2 apply a variety of simple tactical solutions while developing personal skills through physical activities). These elements can also be further clarified by adding grades to the scope and sequence as a guideline (as was done to a certain extent with the French Curriculum: for example the Tableau des tactiques outlines movement strategies by division, however both the English and French curriculum need to provide more detailed information for each grade) The divisional overviews should include references to the appropriate stage for each grade for the Movement Skills and Strategies. This would also help to clarify for the educator what the prerequisites and next steps for each grade should be and based on their assessment, clearly understand how they can differentiate for individual students along the continuum.
- Further details are required to clarify how the movement skills build upon one another, and how the movements skills relate to the strategies and tactics.
- Given that the focus is to be on transferable skills, the term “transferable” skills is not clearly defined (with examples) and it does not appear very often in the specific expectations. The generalist teacher may not fully understand that sending, receiving and keeping are transferable skills. We recommend that the Sample Movement Skills Continua be re-done to present “transferable skills” (and that the French curriculum does the same)
- The idea of putting examples of TGFU are somewhat limiting when they are as examples following the expectation. We suggest that NO examples of games within game categories be given in the example, but rather put into a chart in appendix as an extensive list of games within each category that show progression. (Note: For the French Curriculum, this type of chart will also address the cultural needs of francophone identity development regarding traditional sports and identity development, while maintaining the overall philosophy of TGfU)
- Elementary will need to know MANY games in each category as this is a new concept.
- French will need additional information on TGfU as this is a new concept due to limited resources in French on TGfU
- The examples have started to address the traditional and non-traditional activities, but there needs to be many more multi-cultural and aboriginal activities.

- The Movement Competencies strand does incorporate thinking skills, however, examples need to be reflected in the achievement chart and the concept of making connections and inferencing from Literacy can be incorporated here.
- Links to the achievement chart need to be clarified

Specific Expectations – Healthy Living:

in the <i>Healthy Living</i> Strand, reflect a proactive / prevention health promotion approach	1 2 3 4 5
in the <i>Healthy Living</i> Strand, address current health issues from a skill-building / prevention perspective	1 2 3 4 5
in the <i>Healthy Living</i> Strand, allow for flexibility to address current health issues and trends	1 2 3 4 5
in the <i>Healthy Living</i> Strand, address topics at an age appropriate level, before students need to make decisions with the information	1 2 3 4 5

Specific Suggestions to improve the text:

- A key issue with the existing H&PE curriculum is that there are “too many expectations”. While the number of expectations has not decreased in this curriculum, the Healthy Living Framework provides increased flexibility for implementation and differentiation based on the needs of students. That said, some areas of the Healthy Living Strand must be strengthened in the next draft (i.e. Healthy Eating, Mental Health-see comments below) it is important to recognize that adding more expectations to an already crowded curriculum will not ensure positive health and learning outcomes for children and youth which is why we support the concept of the proposed Healthy Living framework. Some issues, may be better addressed within the broader context of a Healthy School (i.e. as defined through the Foundations for a Healthy School) or through other key policies such as the anticipated Nutrition Standards for Schools, or the Ontario Physical Education Safety Guidelines. The Healthy Living strand is an ideal place to strengthen connections between the H&PE Curriculum and the concept of Healthy Schools particularly through the use of examples (student talk and teacher prompts) in the “Promoting Healthy Living” component of the framework.
- Although examples need to be elaborated in both the English and French curriculum, refer to French Healthy Living Themes Table (Tableau de Vie saine: Thèmes) for a few examples on linking with community such as: (unofficial translations)
 - Grade 7: A3- Promoting Healthy Living – Theme: Healthy Development : Community resources and healthy behaviours
 - Grade 8: A3- Promoting Healthy Living – Theme: Healthy Eating: Community resources

- Additional considerations are as follows:
 - In the focus groups and consultations, we have been referring to the components of “know”, “do” and “share”. Use of these terms is recommended to provide greater clarity for educators and to further demonstrate how learning progresses through the framework over time. The same concept applies to the French curriculum with the components of “savoir”, “savoir-faire”, “savoir-être” – which, all together, represent the concept of “savoir-agir”.
 - The examples in the specific expectations reflect CURRENT health issues. However, the examples only reflect current issues and trends and are limiting. We do not know what those issues will be in 5 years. Perhaps one of the examples in each area should include a new or different emerging issue (For example, Teacher Prompt could be “Tell me about a health issue you’ve read in the news lately”. This would demonstrate that teachers can be flexible with the content.
 - Grade 7 – there should be contraception, STI’s and abstinence taught directly, before they start talking to others about it. They need the knowledge first. Perhaps put the talking about it part (Lifelong) in Grade 9, not Grade 7.
 - It is unclear where fertilization is covered in the expectations
 - There is some concern with placement of expectations and grades. Some expectations under promoting Healthy Living may be more appropriate for lifelong health (and vice versa). For example: In Grade 7 Healthy Living - 2.1 should be in Healthy Development.
 - Mental Health is an important issue, and although we support the direction to embed Mental Health into expectations related to Healthy Living and the Living Skills, it is not always clear where this link is. This can be clarified through the inclusion of additional and specific examples related to mental health. Specifically, examples that foster acceptance of common mental health issues and examples that help students understand the role that they play in supporting the mental health of others are recommended.
 - Consider adding the title “Mental Health” to the title of the Substance Use, Addictions and Related Behaviours (i.e. Mental Health, Substance Use, Addictions and Related Behaviours) to strengthen its position and importance within this curriculum.
 - Specific examples related to the importance of Healthy Relationships are needed.
 - Healthy Eating scope and sequence requires some revisions. Some considerations are:
 - reference the connection to Healthy Schools (i.e. healthy physical environment, supportive social policies) to ensure students have an opportunity to apply classroom learning experiences to their everyday lives (i.e. cafeteria, policies, etc.)
 - consider social determinants of health (i.e. healthy eating is not always a choice – give the expectation in Grade 1 where kids have to map their lunch may not be appropriate)

- reference the importance of role models (i.e. parents, teachers) similar to how role models are described with respect to healthy development section.
- We encourage the Ministry of Education to work with professional groups including *Dietitians of Canada*, *Ontario Society of Nutrition Professionals in Public Health* and *The Ontario Collaborative Group on Healthy Eating and Physical Activity* to further revise the Healthy Eating expectations.

Text supporting the expectations (examples, teacher prompts, student talk)

reflect a broad range of student backgrounds (culture, demographics)	1	2	3	4	5
reflect a broad range of student abilities.	1	2	3	4	5
reflect an aboriginal perspective.	1	2	3	4	5
reflect learning about, for and in the environment.	1	2	3	4	5
The examples clarify the student learning by suggesting the intended depth and level of complexity.	1	2	3	4	5
The “teacher prompts” clarify the student learning by illustrating a potential approach to teaching.	1	2	3	4	5
The “student talk” clarifies the expectations by illustrating how the student learning may look or sound.	1	2	3	4	5

Specific Suggestions to improve the text:

- There could be many more links to the environment in Healthy Eating, promoting Healthy Living, and Active Living (i.e. importance of active transportation). Further links can be made to experiencing a wide variety of activities in all classes which are outdoor in nature.
- The progression of examples needs to be clearer.
- The Teacher Talk is a good concept, but it needs to make sure that it REALLY does reflect the specific expectation. – they don’t always do that.
 - e.g. Grade 4 – 2.2. – talking about doing stretching in a WU. There is lots of evidence to suggest we should NOT be stretching in a WU.
- Student Talk – again is a good concept – but needs to make sure that it reflects expectation.
 - e.g. Grade 2 – 2. 4 Hula hoop for a period as a fitness prompt?
 - e.g relays are not a good example to be using for fitness
- Student and Teacher talk was clearly level 3 or 4 responses and it needs to be identified that these answers/prompts are reflective of those levels.
- Teacher and Student talk is not consistent through the document. It is in some expectations and not others.
- Also Teacher Talk and Student Prompts need to be added to French curriculum, ensuring appropriate terminology for physical activity (Refer to comments for English Teacher Talk and Student Prompts above) (ie. concepts that align with TGfU and the overall vision) and for developing francophone identity and culture.

PART D: Format

This section asks you to provide feedback on proposed changes to the format of the document. Please indicate the degree to which the draft document communicates the key messages for educators. Use the rating scale described in section B and the comment box to provide further details or considerations.

Format of the document:

The renaming of strands with consistent names from Grades 1 – 12 reflects the student learning in the strand.	1	2	3	4	5
The renaming of the subheadings with consistent names from Grades 1 – 12 reflects the student learning in the sub-organizer.	1	2	3	4	5
The reduction in the number of expectations allows for deeper understanding of topics most critical to healthy active living and essential skill development.	1	2	3	4	5
Reorganizing the expectations by grade is helpful.	1	2	3	4	5
It is helpful to have divisional overview pages (P / J / I)	1	2	3	4	5
<p>Specific Suggestions for fine tuning the text and/or format:</p> <ul style="list-style-type: none"> • The re-naming of the sub-headings consistent Grade 1-12 is good. There is some concern with the title of the Health Strand: Substance Use, Addictions and Related Behaviours. The suggestion is to include Mental Health in this title. • The divisional overviews are important but do not go far enough to explain the change that should be occurring from grade to grade within each division. For example, the progression in Movement Skills from beginning to developing to competent could include more information in each area, particularly related to expectations for Movement Skills and strategies to identify the change that should be happening between grades within each division e.g. skills specific to each division. • Needs more special needs, aboriginal, multicultural examples and student and teacher talk. • Ensure consistency in translated terms between the French and English curriculum. In some instances, the translation of certain terms does not capture the essence of the meaning in the other language. For example: Lifelong Health is translated as “Réflexion” (reflection) and Living Skills as “Relations humaines” (interpersonal relationships/human interactions). The ministry must ensure that the translations reflect an understanding that matches the overall expectations in order to support more consistent outcomes for students through the H&PE curriculum document. 					

PART E: General Comments and Feedback, Discipline Name

This section provides an opportunity to respond to *one or more* of the following general questions. Use the rating scale to indicate your impression of the various categories.

Curriculum: The proposed draft focuses on important Health and Physical Education concepts.	1 2 3 4 5
Physical and Health Literacy: The proposed draft curriculum supports students' learning in the development of physical and health literacy.	1 2 3 4 5
Equity: The proposed draft curriculum supports equity by promoting engagement in Health and Physical Education for all students.	1 2 3 4 5
Instruction: The proposed draft curriculum supports effective Health and Physical Education instruction with an understanding about what students know and need to learn and do.	1 2 3 4 5
Learning: The proposed draft curriculum supports students' learning in Health and Physical Education with understanding and actively building new knowledge from experience and prior knowledge.	1 2 3 4 5
Thinking Skills: The expectations focus on building skills for healthy active living (versus focusing on content knowledge)	1 2 3 4 5
Assessment and Evaluation: The proposed draft curriculum supports assessment that promotes learning in, about and through Health and Physical Education.	1 2 3 4 5
Transition: The proposed draft curriculum provides a continuum of learning from the elementary to secondary Health and Physical Education documents in terms of what students know and need to know.	1 2 3 4 5

Discipline Name

The discipline name, "Health and Physical Education" reflects the revised vision, philosophy and intent of the curriculum.	1 2 3 4 5
The name "Healthy Active Living Education" better reflects the revised vision, philosophy and intent of the curriculum	1 2 3 4 5
Another title (discipline name) would better reflect the revised vision, philosophy and intent of the curriculum. (If yes, please add a comment below).	1 2 3 4 5

Other comments / suggestions:

Ophea and OASPHE strongly recommend that we should maintain Health and Physical Education as the name of the discipline

- Health and Physical Education is the name of the discipline and it should remain as such. Even though there has been some revision, “Healthy Active Living Education” is the focus for the discipline of Health and Physical Education. We realize that the focus/direction of H&PE in schools has changed over the years, but the discipline has not. We are simply using a different focus and strategies to better address student learning through the H&PE curriculum.
 - The release of the H&PE policy is a key opportunity to renew awareness and understanding among educators, stakeholders and the general public about what H&PE is (and how that might be different from our past assumptions), why it is important, and general understanding about how it can be implemented. This should be an important consideration to the upfront section. Consider accessing communication and marketing experts to help position the importance of this discipline in the upfront section in a language that general educator will understand.
 - Rather than changing the name of the discipline (which is recognized not just as a subject area but as a profession, body of research, etc.) consider adding a tagline to the name of the curriculum so that people can understand what this discipline is about, for example:
 - Supporting health and learning of Ontario’s children and youth
 - Healthy active Living Skills to help students reach their full potential

PART F: Other comments about issues not covered in the survey.

This section provides an opportunity to share some final thoughts about the draft of the proposed curriculum revisions for Health and Physical Education curriculum.

Overall, Ophea and OASPHE are very supportive of the proposed vision and overall framework for the revised Health and Physical Education Curriculum.

Key strengths of the draft revised H&PE curriculum are:

- The overarching goal of developing “physical and health literacy”.
- The emphasis on student participation in H&PE has been maintained.
- The infusion of Life Skills across the strands of the H&PE Curriculum - Life Skills which are not covered in any other subject area.
- H&PE continues to include a minimum of 20 minutes sustained moderate to vigorous physical activity each day (DPA)
- The new Healthy Living Framework provides greater flexibility to address important health issues
- The inclusion of Movement Strategies for Grades 1-12 (previously not included for elementary grades)
- The inclusion of a scope and sequence for Grades 1-12

When fully implemented, the renewed H&PE curriculum has the potential to positively impact health and learning outcomes for Ontario’s children and youth and to ensure all students reach their full potential. ***It is essential that educators be supported in order to fully implement the H&PE Curriculum.***

According to the 2008 People for Education Report, only 44% of elementary schools have a specialist Health and Physical Education teacher. Thus, the responsibility for implementation of the Health and Physical Education Curriculum rests with generalist teachers with limited knowledge or experience related to the subject area. Furthermore, H&PE is different from other subject areas in that it is not just something that needs to be taught but something that needs to be modelled. A provincially coordinated support strategy led by the Provincial Subject Associations for Health and Physical Education (Ophea-Ontario Physical and Health Education Association and OASPHE-Ontario Association for the Supervision of Physical and Health Education) is needed to ensure the consistent implementation of the renewed H&PE curriculum across the province.

The positive outcomes of Health and Physical Education can only be fully realized if Health and Physical Education is implemented within the context of a Healthy School.

A key issue with the existing H&PE curriculum is that there are “too many expectations”. While the number of expectations has not decreased in this curriculum, the Healthy Living Framework provides increased flexibility for implementation and differentiation based on the needs of students. That said, while some areas of the Healthy Living Strand must be strengthened in the next draft (i.e. Healthy Eating, Mental Health) it is important to recognize that adding more expectations to an already crowded curriculum will not ensure positive health and learning outcomes for children and youth. Some issues, may be better addressed within the broader context of a Healthy School or through other key policies such as the anticipated Nutrition Standards for Schools, or the Ontario Physical Education Safety Guidelines.

We recommend that the concept of Healthy Schools needs to be more strongly positioned within the renewed curriculum and various examples have been provided in the responses to the above sections of this survey.

Supporting the implementation of H&PE Curriculum within the context of a Healthy School can be a key strategy to address the objectives of other key provincial strategies including the Ministry of Education’s core priorities: high levels of student achievement, reduced gaps in student achievement, and increased public confidence in publicly funded education; other education sector priorities including school improvement, Character Education, Student Success, Think Literacy, and Safe Schools, and other Government priorities including the newly released Poverty Strategy; Roots of Violence; Childhood Obesity Strategy; Diabetes Strategy; and others. Linkages should be made wherever possible between the H&PE Curriculum and these other initiatives in order to maximize resources and ensure maximum impact on the health and learning of Ontario’s children and youth.

Thank you for taking the time to complete this survey.