



The Educator Voice for Health and Physical Education

IMPORTANT THINGS TO KNOW

Please be aware of the following items as they relate to the implementation and support of the “NEW” Health and Physical Education for 2015-2016.

OASPHE

1. Ophea Awards

- Congratulations to **OASPHE** for being chosen as one of the two recipients of the 2015 Ophea Award for Outstanding Contribution. This award recognizes an individual, group, or organization for their exemplary contribution to the lives of children and youth in the areas of health and physical education, health and physical activity promotion, advocacy, and/or community development.
- Congratulations to **Joanne Walsh** for being this year’s recipient of the Ophea Award of Distinction. The award recognized Joanne’s contributions as a leader in the advancement of healthy, active living opportunities for children and youth in Ontario school communities..

2. Website and Members Only Section

We are in the process of making some minor changes to the OASPHE website which would include the creation of a “Members Only” section on the navigation line. This section would be password protected and include materials that members could use to support curriculum implementation, suggested lessons/resources to support the 2015 HPE curriculum as well as executive minutes and workshop overviews.

OASPHE membership is annual, beginning in October of each year. Active members will be emailed the necessary login and password information which will allow them access to the members protected area.

At the end of the membership period, a new password will be created and emailed to members when they renew their membership.

If you have any questions please contact Rebecca (richardsonr@hdsb.ca) or Dave (d.inglis@tvdsb.on.ca) for more information.

3. Implementation Plans and Resources

- Please share what your school board is doing to support the implementation of the new curriculum so that we can share the ideas and contacts among our members. Any submissions will be posted to the “Members Only” section of the website
- These supports may include, flyers, workshops developed, professional learning opportunities, community connections, self-guided learning, use of eduGAINS or Ophea/ICE materials)
- Any other info (i.e., how it is used, target audience, contact info for follow up etc) that would help others understand how it is supporting the new curriculum in your boards
- Please submit any material to Dave and Rebecca so that it may be shared with OASPHE membership

Ophea

1. New H&PE Workshop from Ophea

Ophea is pleased to officially launch a new professional learning workshop Secondary H&PE: Highlights Opportunities and Challenges. This workshop, intended for secondary educators covers the key elements of the 2015 secondary H&PE curriculum and provides opportunities for educators to reflect on their own practice and share their successes and challenges with colleagues. This workshop is available in English and French.

To learn more about this workshop as well as our many other workshops, please visit:

<http://www.ophea.net/workshops>

New Release:

Public Health Ontario: Daily Physical Activity (DPA) Evaluation Study

Based on findings from the school administrator and teacher surveys, here are the 10 recommendations for re-invigorating the DPA policy:

- i. Renew DPA as a key component of a healthy school, and a core structured opportunity designed to benefit all students in publicly-funded elementary schools.
- ii. Re-confirm the importance of full implementation fidelity to the requirements of the policy at the school and classroom level, as a primary goal of a strengthened DPA initiative in Ontario elementary schools (grades 1-8).
- iii. Re-confirm that DPA is equally as important as other curriculum components.
- iv. Clarify all components of the DPA policy requirements to avoid ambiguity in awareness, understanding, and implementation.
- v. Schedule DPA on a consistent basis in schools and classrooms.
- vi. Improve tracking and monitoring of DPA implementation status on a regular basis, to increase fidelity to the policy and demonstrate accountability.
- vii. Provide opportunities for school administrators and classroom teachers to increase their awareness of the DPA policy requirements, and increase teacher self-efficacy to plan and implement DPA.
- viii. Review and develop innovative ways to update existing DPA resources and supports for dissemination.
- ix. Develop innovative ways (in conjunction with the Ministry of Health and Long-Term Care and other stakeholders) to enhance reciprocal communication between the education and public health sectors to promote and support additional school-based opportunities for physical activity, including DPA.
- x. Identify ways for school boards, schools and classrooms to make use of available space for DPA.