

OASPHE WINTER CONFERENCE 2007
ANNUAL GENERAL MEETING
February 3rd, 2007
Minutes

AGENDA ITEM	DISCUSSION	ACTION
1. Winter Conference Feedback	<ul style="list-style-type: none"> • The conference sessions were very valuable and required great focus – next year build in an active break to recharge the brain • Great to hear from NFLD and other provinces in terms of DPA and other ideas, perspective approaches and how to lobby the government. • Conference evaluations seem to indicate agree or strongly agree to all of the statements on the evaluation which indicates that the conference was a success overall. • Delegates felt that a deeper session with Susan Orchard would be beneficial as leaders to learn more facilitation skills and to gather more tools. • Appreciation of the focus on leadership development rather than PD for others • Teachers felt that it was valuable in terms of leadership in the classroom; the strategies were valuable for every level of leadership from classroom to board • All sessions were really good and established a direction in terms of theme of the conference. • Ministry perspective was very valuable to hear again • All sessions were intertwined in terms of the goals of the conference. • Next Year: Perhaps 3 leadership sessions and one activity session 	
Up-dates:		
2. Fitness Assessment Update:	<ul style="list-style-type: none"> • The next meeting of the Fitness Assessment Committee is February 22nd. • There is now a consensus about the use of Fitness Assessments in HPE and the committee is ready to shape Key messages. These will be brought back to the next executive meeting for vetting. • Goal of the committee is to have the statements ready to publish at the Spring Meeting and a presentation will be given at this time. • Do we also want to advocate for healthy eating in conjunction with the fitness assessment key messages? • Fast Food chains are getting involved in the fitness challenge aspect but are not 	See attached report. There will be a discussion at the next executive meeting to determine a process for creating a policy

	<p>making a value statement advocating for healthy nutrition. It is only about calories ingested versus calories expended. Oasphe needs to address this immediately</p> <ul style="list-style-type: none"> • Perhaps it fits into the future directions committee focus 	<p>statement Deb will talk to Ophea and CAC to have this on the next agenda</p>
3. Curriculum Review:	<ul style="list-style-type: none"> • A summary report and chart were distributed. 3 executive members will assist in the elementary and secondary summary of respondents' data and comments. • The sub-committee will then create key messages based on the summaries of data and comments. • These key messages will then be used to inform the upcoming curriculum review. • Research will also be completed to support the key messages. • Goal is to present draft messages in May. • Ophea has volunteered to support the project with \$1000.00. • Deb and Nancy have applied to OSSTF for a grant of \$2500 to complete the process of research and formulation of key messages 	<p>See attached</p>
4. Healthy Schools:	<ul style="list-style-type: none"> • The Ministry presentation was very informative in terms of bringing Oasphe members informed of the Healthy Schools Initiative • A letter was sent to Liz Harding on behalf of the executive expressing our disappointment about the initiatives both at the elementary and secondary level. There has been no reply. 	
5. OASPHE Future Directions – New Advocacy Positions – Emerging Trends/Needs	<ul style="list-style-type: none"> • Oasphe needs to revisit the key messages of our advocacy for Healthy Active Living. Many Boards and health associations have adopted it and we need to ensure we have a common understanding of the advocacy position as it has evolved. • Groups of 4 to 5 discussed a number of areas to consider in terms of advocacy. Discussion focused on myriad issues such as: <ul style="list-style-type: none"> - teacher training, - integration of PE with language Art and Math and providing workshops through Master Trainers – linking Physical Literacy to other literacies; - advocacy position connected to Healthy Schools Initiative e.g. required facilities, teacher qualifications and the number of hours for PHE; - advocacy statement about Healthy Eating and policy statements e.g. 	<p>See attached summary</p>

	<ul style="list-style-type: none"> - vending machine in schools, MacDonald's fitness challenge; - the impact of DPA on student learning; - mandating the number of minutes of HPE per week at the elementary level; - continuing with the advocacy letters to boards from last year; - examining the differences between PE and DPA; - advocacy of 2nd credit at Secondary schools; - supervision of DPA; - Assessment and Evaluation; - Quality Instruction – Aqs and teacher training; - Success for All students; ensuring students are physically active from K to 12- who are the stakeholders that need to be tapped into to make this a reality – use the data that is available to support these positions? 	
Reports		
	<p>Ophea:</p> <ul style="list-style-type: none"> • DPA: The 3 DPA workshops presented by Master Trainers have been very successful and well sought after by schools across the province. • February DPA activity cards will focus on DPA The Gymnastics Way. • Ophea is currently evaluating the support services for DPA and currently conducting phone interviews with board contacts, teachers and principals. Results will be shared in March. • PARC conference to be held February 5 and 6 • Take Action Secondary Resource will be available in February 2007. It is an excellent resource to help teachers address the Substance Use and Abuse Curriculum • Jigga Jump, a free resource, is ready and will be launched at the PARC conference. . It is designed to encourage children from age 3 to 6 to be physically active. There are also links to the kindergarten expectations and there are extension activities that would lead to other curriculum expectations • Cybercops: the second round of training will be occurring in April of this year. Actual dates will be sent to board PE contacts and IT contacts. • Menu of Choices: a program that supports the grade 10 Nutrition unit. It does not address all expectations but is a good support document. 	

	<p>CAC:</p> <ul style="list-style-type: none"> • Facilities, Assessment and Evaluation, Obesity and research related to Physical Activity; building advocacy issues; increasing physical activity at secondary levels; immunization for cervical cancer. • Both Oasphe and CAC share the same concerns and the same focus in terms of direction to take to advocate for quality PE and getting kids Physically Active <p>EDU – Fall Meeting:</p> <ul style="list-style-type: none"> • As of fall 2006, the HPE curriculum is scheduled to be reviewed during 2007 and 2008. Application for hiring the lead on the review will be in the spring of 2007. Oasphe will need to have data and research to support our position to changes that need to be made. <p>OTF – Fall Meeting:</p> <ul style="list-style-type: none"> • Important points to consider regarding HPE include: OSAPAC is the committee that reviews software computer programs that the Ministry buys to support teachers. It is possible to log on and determine software that has been Ministry approved. There is also a need for some HPE software so if you have a good software program please send it forward. Websites can also be recommended to this committee • The Ministry downloaded money to OTF for professional development to the sum of \$4.4 million for PD. The OTF is looking for direction for the best use of this money for PD. There will be a needs assessment done with teachers in boards to determine the directions. • Ruth Baumann wants to know if subject associations have resources that they would like on their website so teachers can access the site as another resource for materials. • Nancy Schad will represent Oasphe as well as Ophea at the next meeting on Friday February 24 <p>Safety Guidelines Update:</p> <ul style="list-style-type: none"> • The team is working on the gymnastics and appendix revisions • Note that protective eyewear must be worn at all OFSAA competitions for doubles play effective September 2006. This needs to be disseminated to teachers and coaches. 	<p>Please begin to create an archive of research to contribute to support Oasphe's position to the curriculum.</p>
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	<ul style="list-style-type: none"> • Winter Activities and helmets: <ul style="list-style-type: none"> - Skating: helmets are not legislated for ice skating so the guidelines recommend that parents be informed of the importance of children wearing CSA approved hockey helmets. Cycling helmets are not sufficient to be used. - Helmets are not required for tubing or tobogganing – this is based on the nature of the terrain. At present this is an issue for boards. <p>Spring Meeting:</p> <ul style="list-style-type: none"> • The Flyer is now ready and the date is set. The flyer is available for downloading on the Oapshe website. Date: May 7, Location: Peterborough Curing club. <p>Finances:</p> <ul style="list-style-type: none"> • The current balance is 12,000. This figure reflects the down payment for the conference, and the initial payment for the curriculum survey results. The balance when all is taken into account should be approximately \$8,000. The spring conference should bring the account back up to the baseline balance of \$10,000. 	
New Business:	<p>Consultant required for The Lung Association</p> <p>Looking to hire a Physical Education Consultant to help re-design the physical activities for Laps for Lungs. The program is for elementary school age children ranging from JK - grade 8. We are looking to develop new activities that are grade specific that will help improve children's lung capacity through physical activity encouraging all children, even children with asthma to be more physically active. The consulting position will require activity development and some writing. This is a short-term contract and can be done outside of a full time position. The work is through the Mississauga office and can be done by someone both local or at a distance.</p>	<p>Lynn Hendrick Manager of Laps for Lungs Tel: 905-696-0077</p>
Share the Wealth	<p>DPA Resources: TDSB Chair Aerobics – Jennifer Johnston KPDSB: HIP HOP CD and resource book – Diahne Graham</p>	

***OASHPE report for Winter Meeting Feb. 3, 2007
Fitness Assessment Research Update/Action Plan***

The committee is in the second phase to review current practices in Ontario around fitness assessment from K to 12. The focus has shifted to an investigation of current research to gather evidence on effective teaching practice related to fitness assessment from K to 12. The focus of our research has explored the connection of fitness assessment to:

- setting conditions for learning and engaging students
- purpose and use of standards
- links to the curriculum
- accuracy of using standards
- connection to student success

This research was shared at the most recent OASHPE executive meeting on Jan. 11, 2007. The foundation of OASHPE's guiding principles for fitness assessment will be derived from the research. Following that, phase three of the process will include methods and models of effective practice for fitness assessment to be published and shared with teacher across the province.

Summary from research dissemination at OASHPE meeting to create foundation of guiding principles:

- Must include Terminology
- Fitness Appraisals
 - What is it? Purpose? Use of it?
- Key Messages – 3 from research to start (refer to chart)

<i>Key Messages</i>	<i>Strategies/Models (Delivery) – next steps</i>
<ul style="list-style-type: none"> • Physical fitness should be an educational process (Cooper Institute, 1999) <ul style="list-style-type: none"> ○ Teach students learn to assess their personal level of health related fitness, interpret the results and use the information to develop personal fitness goals (Manitoba Physical Education Teacher's Association, Oct. 2005) <ul style="list-style-type: none"> ○ Teachers must be very sensitive to the fitness assessment environment and provide one that promotes student success for all 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Physical Fitness appraisals should be student-centered, personalized and educational <ul style="list-style-type: none"> ○ Focus on the process of fitness assessment not the product ○ Allow student choice 	<ul style="list-style-type: none"> • Use a circuit type format – students grouped with partners and move from station to station • Kid-Fit Study http://www.kid-fit.com/studyslides.pdf <ul style="list-style-type: none"> ○ elementary program, based on improvements

<ul style="list-style-type: none"> ○ Students perform activities at own choice ○ Students evaluate their own level of personal fitness ○ Primary purpose is to teach students to self assess and self monitor their personal fitness levels <p>(Manitoba Physical Education Teacher's Association, Oct. 2005)</p>	<ul style="list-style-type: none"> ● Use of Gr. 9/10 Thompson Educational Resource for assessments/recording and interpreting results and creating personal fitness goals or action plan
<ul style="list-style-type: none"> ● Fitness assessment should be used to encourage lifelong participation in physical activity; generate critical thinking, self awareness and discussion about healthy lifestyles ● Fitness appraisals results should <u>not</u> be used to generate a grade based on levels of health-related fitness <p>(Dr. Antony Card, Memorial University, PESIC conference, Newfoundland, 2005)</p>	

OASPHE Winter Conference – February 3, 2007

Curriculum Review Report

1. The data from the Health and Physical Education Curriculum Review surveys (elementary and secondary, English and French) was downloaded in mid-November. Dr. Brent Faught and a graduate student at Brock University analyzed the data and submitted it and the summary reports to OASPHE in late December.
2. Surveys completed:

English Elementary = 197,	French elementary = 32
English Secondary = 107	French secondary = 10

The numbers for the results are statistically significant for the elementary surveys and the English secondary survey. The executive summaries for both the elementary and secondary surveys are attached.
3. Data Analysis: Although the survey data has been analyzed and graphed, the text box information (containing rationales, explanations and clarifications) has yet to be. At the January OASPHE Executive meeting several members volunteered to assist in summarizing these comments for both the elementary and secondary surveys. Several others (including an Ophea staff member from the research department) will interpret and summarize the graphs and charts from the surveys.
4. The Curriculum Review sub-committee will then use this information along with the survey summary reports from Brock to develop the key curriculum messages from the surveys. Our goal is to present a draft of the key messages at the OASPHE Spring Meeting in May.
5. These key messages will be disseminated to HPE teachers across Ontario and will be especially useful in the Ministry-organized Focus groups because the Ministry will be looking for consistent messages from teachers across the province. The key messages will also assist in guiding the Ministry revision of the Health and Physical Education curriculum. (See Curriculum Review – Opportunities and Routes for Input).
6. Finances:

The total cost for the survey development, consultation, website development (4 surveys), data processing and summary reports for elementary and secondary was \$7,250.40. Ophea will contribute \$1000 to assist with the costs of the french translations and surveys to be put online. OASPHE is also applying to OSSTF for funding to help support the development of the surveys and the key messages.

NEW OASPHE Advocacy Positions (Winter Conference – February, 2007)

Advocacy Area (emerging needs)	Advocacy Target (MOE, Board, teachers, principals, public)	Discussion Notes (obstacles, pushback, solutions, connections, opportunities)	Advocacy Position (group's consensus opinion)
1. HPE Across the Curriculum (Physical Literacy Across the Curriculum)	Board Teachers Principals Ministry	<ul style="list-style-type: none"> • Funding • Competing curriculum time • Integration workshops • Meaningful activities • Connect to “Think Literacy” 	
2. Facilities/Physical Environment	Boards	<ul style="list-style-type: none"> • Safe and inclusive equipment • Adequate space for physical activity 	
3. Quality Instruction	Board Teachers	<ul style="list-style-type: none"> • Pre-Service teacher training • Increase the # of specialists (specifically elementary school teachers) • Quality of instructors & content • Student/Teacher Ratio 	
4. Healthy Eating	Board Ministry	<ul style="list-style-type: none"> • Vending machines • Lunch programs/cafeterias • Policy recommendations & examples • Fast food advertising I.e. McDonald's • Partner with OPHEA 	
5. Advocacy letters P.A. vs P.E.	Board Ministry	<ul style="list-style-type: none"> • Minutes of which one? • Visit other opportunities • Mandated # of minutes of P.E. (how DPA fits in) 	
6. Intramurals	Teachers Principals	<ul style="list-style-type: none"> • supervision timetabling • intramurology & convenorology 	
7. Secondary Schools-Second Credit	Teachers		

<p>(Success for All)</p> <p>8. Assessment & Evaluation</p> <p>9. Fitness Appraisals</p>	<p>Ministry Board Principals Teachers</p>	<ul style="list-style-type: none"> • using data on student success-relation to physical activity • Curriculum review, opportunity to share & develop key messages • Ongoing • DPA 	
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Ophea Update
OASPHE Winter Conference
February 3, 2007

- **Provincial Evaluation of Daily Physical Activity**

In October 2006, the Ministry of Education issued a Request for Proposals for Evaluation of the Provincial Daily Physical Activity Program. Ophea submitted a proposal on October 23, 2006, which was the deadline for submissions. On December 27, 2006, Ophea received a response from the Ministry of Education that indicated that the project had been cancelled (the RFP specified that the Ministry reserved the right to cancel the RFP at any stage). On January 3, 2007 Ophea placed a follow up call to the Ministry to find out why the RFP had been cancelled and whether or not the Ministry still had plans to evaluate DPA. The Ministry consultant provided no explanation why the RFP had been cancelled other than the fact that the RFP stated that the Ministry reserved the right to cancel the RFP at any stage. The RFP originally called for the evaluation to take place during November 15, 2006 and February 15, 2007 and because the RFP has been cancelled, boards should be aware that the evaluation will not be taking place during this time. The consultant could also not confirm whether or not the Ministry still had plans to evaluate DPA at a later date.

In January 2006, Ophea and OASPHE developed a three-year support strategy for Daily Physical Activity. This strategy identified "Monitoring and Evaluation" as a key component of what is needed to make DPA a lasting reality in Ontario schools. While DPA is not currently being evaluated at a provincial level, Ophea is encouraging school boards to conduct evaluation at a board level. The Ministry Resource Guides for Principals and School Boards contain tools, which can be used to support evaluation at the board and school level. Ophea is also interested in hearing about the results of evaluation undertaken at the board level. Please contact Richard Ward (richard@ophea.org) or Nancy Schad (nancy@ophea.org) to discuss.

- **Ophea DPA Support Services**

Activity cards for February (Theme: DPA The Gymnastics Way) are arriving soon. Reminder that support materials including blackline masters related to the various activities are available to subscribing boards on www.ophea.net/dpa.

Ophea is currently evaluating the support services offered in 2006/07. Specifically, Ophea is currently conducting telephone interviews with board contacts and teachers and principals in subscribing boards participated in an online survey in January 2007. Program evaluation results will be shared with subscribing boards in late February/early March.

Plans for DPA support services for the 2007/08 school year are currently underway. Details will be available in late February/early March of 2007.

- **Physical Activity Resource Centre (PARC) Conference February 5- 6, 2007**

Keynote: Is No News Good News? Physical Activity in the Headlines. Andre Picard, Public Health Reporter with the Globe and Mail will examine news coverage of physical activity. How can you get more coverage of physical activity research in the news, and make the link to chronic disease prevention? The program will also include a range of speakers and topics for physical activity promoters. If you can't make it in person, be sure to check for proceedings on the web site, www.ophea.net/parc.

- **New Resources!**

Take Action Secondary Resource

This resource is a reference guide developed to support the secondary school community in better understanding and addressing student substance use and abuse. This free resource will be available to secondary teachers, administrators, school boards, and public health beginning in February 2007. The Secondary School Resource includes: cross curricular teaching ideas; student-led initiatives; communication approaches; descriptions of drugs; developing a positive school culture; potential signs of substance abuse.

To pre-order a resource complete the order form available at <http://www.ophea.net/Ophea/Ophea.net/takeactionwhatsnew.cfm> (also included in OASPHE Winter Conference Delegate Bags).

Jigga Jump

Developed by Ophea in partnership with renowned children's entertainers Judy&David, this interactive music CD and leaders guide is designed to encourage young children ages 3-6 to be physically active. The resource will be launched in February at the PARC Conference and will be available at no cost to Kindergarten teachers (consistent with expectations of the new Kindergarten curriculum), Early Years Centres and Public Libraries. To pre-order a copy contact Rachel@ophea.org.

Daily Physical Activity is for Everyone. Be prepared. Be Asthma Aware. What Educators Need to Know about Daily Physical Activity and Asthma.

This resource folder is designed to increase the knowledge of educators about asthma management and prevention in schools, specifically with respect to DPA. Four to fifteen copies of the folder, which include an Asthma/DPA poster, was distributed to all Ontario elementary schools (English and French) on January 31st, 2007. Look for it in your school today! (It is also included in OASPHE Winter Conference Delegate Bags).

Newly Updated: Always Changing/Vibrant Faces

Always Changing is a school-based resource designed to teach pre-teens in Grades 5 and 6 about the transition between childhood and adolescence, and the beginning stages of puberty. Vibrant FACES is designed to promote a healthy, active lifestyle to adolescent females in Grades 7 and 8 by addressing issues such as perceived incompetence, self-esteem, body image, and motivation. These free resources developed by Proctor and Gamble in partnership with Ophea have recently been updated (VIBRANT Faces now includes DPA content). Each resource includes a teacher's guide, student guides and optional product samples. For more information and to order your free copies to:

<http://www.ophea.net/alwayschanging.cfm> OR <http://www.ophea.net/vibrantfaces.cfm>

- **CyberCops: Second Round of Training for Air Dogs coming soon!**

CyberCops is an educational, computer-based program that teaches students in Grades 7 & 8 about the risks and safety issues associated with Internet use. CyberCops consists of two resources, Mirror Image (for Grade 7 students) and Air Dogs (for Grade 8 students). Each resource is designed to be used in a classroom setting and features a CD-ROM that invites students to assist the real life characters in a truly interactive, gaming experience; a Parent/Teacher Guide; and curriculum-based lesson plans; and tools to develop an Internet Safety Plan. A second round of training for Air Dogs will be taking place in regions across the province in February and March 2007. Details will be communicated to boards directly.

“SHARE THE WEALTH” Winter Conference, 2007

Resource Title	Description	Contact Information
Chair Aerobics for Daily Physical Activity – Jennifer Johnston jennifer.johnston@tdsb.on.ca	Cards and two posters	curriculumdocs@tdsb.on.ca
Circuit Mania & Chair Aerobics – George Kourtis george.kourtis@tdsb.on.ca	Circuit Cards Pr/Jr/Int 50 cards each	curriculumdocs@tdsb.on.ca
DPA Innovation Configuration	DPA Implementation Rubric	Tony Petitti anthony.petitti@tcdsb.org (416) 222-8282 Ext. 2498
Dove Self-Esteem Package – Deb Lawlor debbie_lawlor@occdsb.on.ca	DVD, booklet with lesson plans and activities. Free, you just pay shipping and handling.	www.campaignforbeauty.ca
Health & Phys. Ed. Resources	<ul style="list-style-type: none"> ◆ Cross-Country Ontario – Grade 6, 7, 8 ◆ Table Tennis Canada – Elementary & Secondary ◆ Flag Rugby – Resource ◆ CAHPERD Healthy Heart – Grade 1-6 Fitness ◆ Ringette Canada – Revised curriculum 	Bob Thomas bob_Thomas@occdsb.on.ca
Hip Hop For Fun & Health – DPA Resource	HIP HOP FOR FUN AND HEALTH is a resource, which includes nine different Hip Hop dances. The dances were created for the ability levels of students in Kindergarten, Primary and Junior divisions. However, the dances are not specific to each division level and may be used interchangeably as well as at the Intermediate level. Complete resource includes a manual, DVD & CD.	Diahne Graham diahne_graham@kprdsb.ca