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The UNESCO Kazan Action Plan: A case for re-examining Quality Physical Education



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Abstract. This presentation will examine the role the recent adoption of the UNESCO Kazan Action Plan could have for the delivery of Quality Physical Education (QPE) in terms of teacher education; curriculum development; PE pedagogy and community partnerships. Main policy area I of the Kazan Action Plan (DEVELOPING A COMPREHENSIVE VISION OF INCLUSIVE ACCESS FOR ALL) refines the right for participation in physical education, physical activity and sport to a set of actions envisaging links to the Sustainable Development Goals, the establishment of new partnerships, reiterating the role of physical education and the importance of gender equality and youth participation in decision-making, as well as the inclusive character of all future programmes. All the related seven specific policy areas are indispensable components of international and national policies and plans. Specifically in terms of QPE, physical activity needs to be placed at the heart of the school, support the establishment of healthy lifestyles, behaviour and learning. In addition, QPE is a necessary component of primary and secondary education. It supports the building of physical skills and fitness, life skills, cognitive, social and emotional skills, and values and attitudes that frame socially responsible citizens. This is most attainable when it is fully resourced, respected and valued for its holistic merits. Fostering QPE and active schools needs provision that is varied, frequent, challenging, meaningful and inclusive. Learning experiences in physical education are most effective when they are positive, challenging and developmentally appropriate, to help children and young people acquire the knowledge, skills, attitudes and values necessary to lead a physically active life, now and in the future.

Biography. Dr Dudley is 2012 Churchill Fellow and an Expert Consultant on the Quality Physical Education Guidelines for Policymakers and the Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport for the United Nations Educational, Scientific and Cultural Organization (UNESCO). He currently teaches in the Health and Physical Education disciplines for pre-service teachers at Macquarie University in Sydney, Australia. Dean's research is currently focused on the assessment and reporting of physical education and the development of policy and learning outcomes pertaining to physical literacy. He is also a researcher of evidence-based approaches to health and physical education that yield large learning effects in the cognitive, affective and psychomotor learning domains.