



This is a presentation of the following unpublished document and is licensed under All Rights Reserved license:

Wintle, Jordan ORCID logoORCID: <https://orcid.org/0000-0002-1195-4964> and Paterson, Juliet ORCID logoORCID: <https://orcid.org/0000-0003-0219-8471> (2025) Implementing Meaningful Physical Education Pedagogies in Physical Education: Lessons from the Field. In: AIESEP International Conference 2025. At: St Petersburg, Florida, USA, 18-22/05/2025, St Petersburg, Florida. (Unpublished)

EPrint URI: <https://eprints.glos.ac.uk/id/eprint/15243>

Disclaimer

The University of Gloucestershire has obtained warranties from all depositors as to their title in the material deposited and as to their right to deposit such material.

The University of Gloucestershire makes no representation or warranties of commercial utility, title, or fitness for a particular purpose or any other warranty, express or implied in respect of any material deposited.

The University of Gloucestershire makes no representation that the use of the materials will not infringe any patent, copyright, trademark or other property or proprietary rights.

The University of Gloucestershire accepts no liability for any infringement of intellectual property rights in any material deposited but will remove such material from public view pending investigation in the event of an allegation of any such infringement.

PLEASE SCROLL DOWN FOR TEXT.

**IMPLEMENTING
MEANINGFUL
PHYSICAL
EDUCATION
PEDAGOGIES IN
PHYSICAL
EDUCATION:
LESSONS FROM
THE FIELD**

Dr Jordan Wintle & Juliet Paterson

PRESENTATION AIMS:

- Explore the opportunities and challenges of implementing meaningful physical education pedagogies.
- Drawing on data from two projects from English schools:
 - Secondary, aged 11-13years, using action research.
 - Primary School, aged 8-9 years, Experience-Based Co-Design.
- What lessons can we pass on to other educators looking to implement MPE pedagogies?

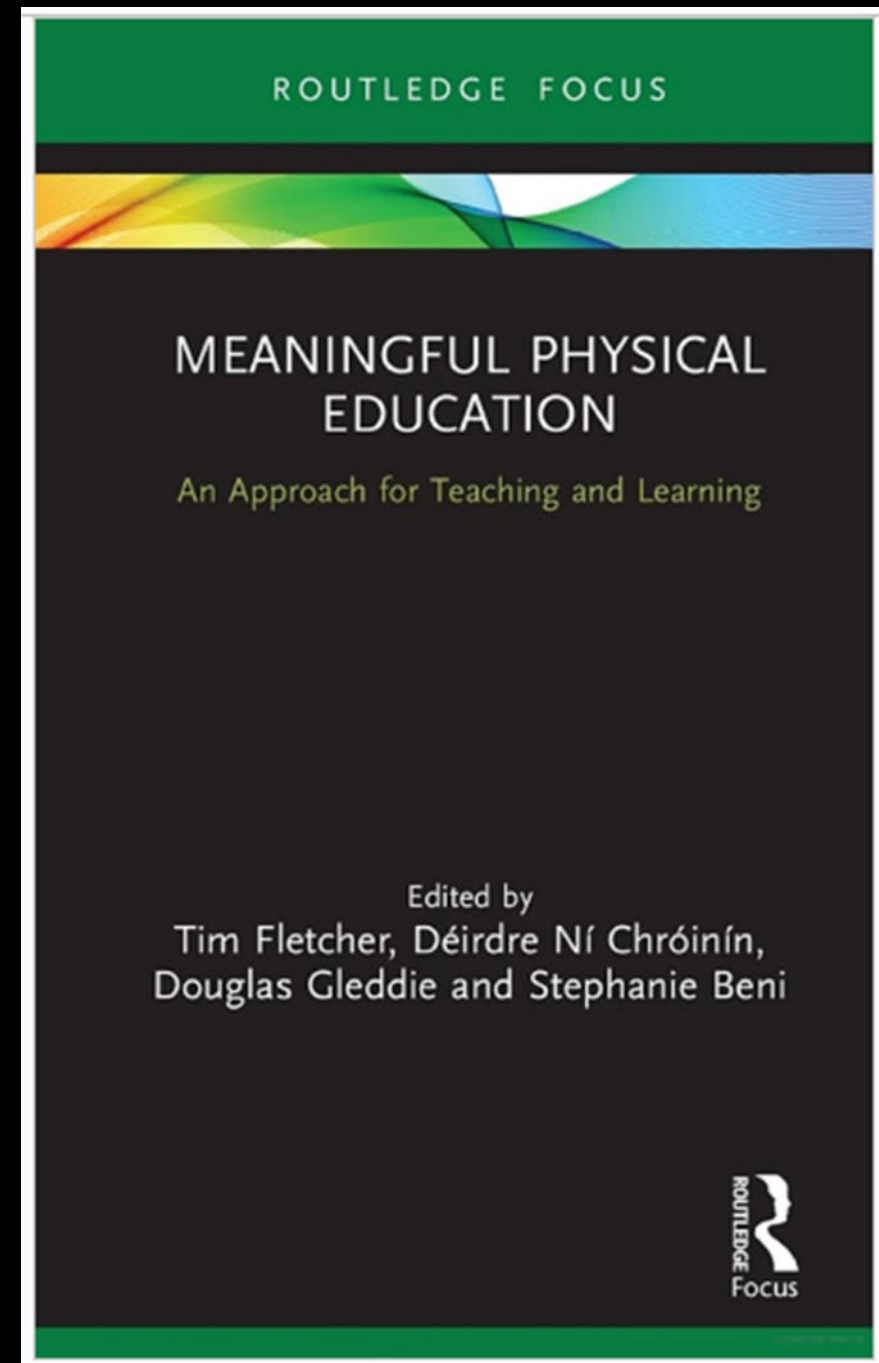
MEANINGFUL EXPERIENCES

“One of the greatest things about physical activity and play is that they **make our lives go better**, not just longer.”

(Kretchmar, 2006, p.6)

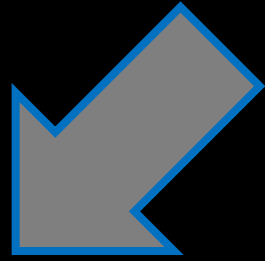
KEY WORK ON MEANINGFUL EXPERIENCES IN PHYSICAL EDUCATION

(Beni et al., 2017; Fletcher et al., 2021)



MEANINGFUL PHYSICAL EDUCATION

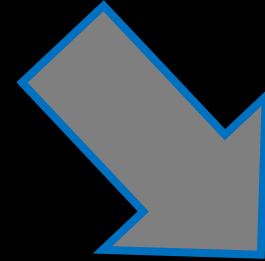
(Fletcher et al., 2021)



FEATURES

Social interaction
Challenge
Motor Competence
Fun
Personal Relevance
Delight

PURPOSE
HELPING
TEACHERS
EXPLICITLY
PRIORITISE
MEANINGFUL
EXPERIENCES
FOR
STUDENTS



PEDAGOGIES

Democratic Approaches

Goal Setting

Reflection

MEANINGFUL PHYSICAL EDUCATION IS DEMOCRATIC

Teachers and pupils work together to set goals and agree on activities within a flexible curriculum

Where can we provide pupils an opportunity for choice and voice both on a macro and micro level?

MEANINGFUL PE IS REFLECTIVE AND INVOLVES GOAL SETTING

Opportunities to set goals and to reflect on their achievement is central to identification of experiences as meaningful.

**HOW DID
WE GET ON
PUTTING
THIS INTO
PRACTICE?**

PROJECT 1: CHILDREN AS CO-DESIGNERS OF PE

Context: At an inner-city primary school in Devon, England. 29 children aged 8-9 years co-designed PE and PA lessons with their two teachers over a period of 9 months.

Approach: Experience-Based Co-Design served as both the research methodology and a pedagogical approach, which was adapted for teaching primary PE.

Methods: Data was gathered using multiple methods, including researcher and pupil-led focus groups, as well as visual participatory methods such as filming, mapping and drawing.

PROJECT 1: PEDAGOGICAL APPROACH IN ACTION

Approach: EBCD in PE was underpinned by democratic and participatory principles, facilitating relational and fluid power dynamics between the children and their teachers.

Findings: EBCD in PE offers one way to amplify pupil voice in primary PE practice by embedding time for reflection, dialogue and action within each of the 6 stages and within each lesson.

Reflection: Multiple methods were embedded. For example, in groups, children created films to share their experiences of practice. Following the film premier, they discussed their collective priorities and created activities together to bring these to life.

PROJECT 2: LIFESTYLE SPORTS IN SECONDARY SCHOOLS

Context: Two English secondary schools (11-13 years) – 50 pupils in total.

Approach: Action research intervention implementing lifestyle sports over 8-10 lessons.

Method: Mixed-methods approach to data collection with data from pupils, teacher-researcher and observing teachers.

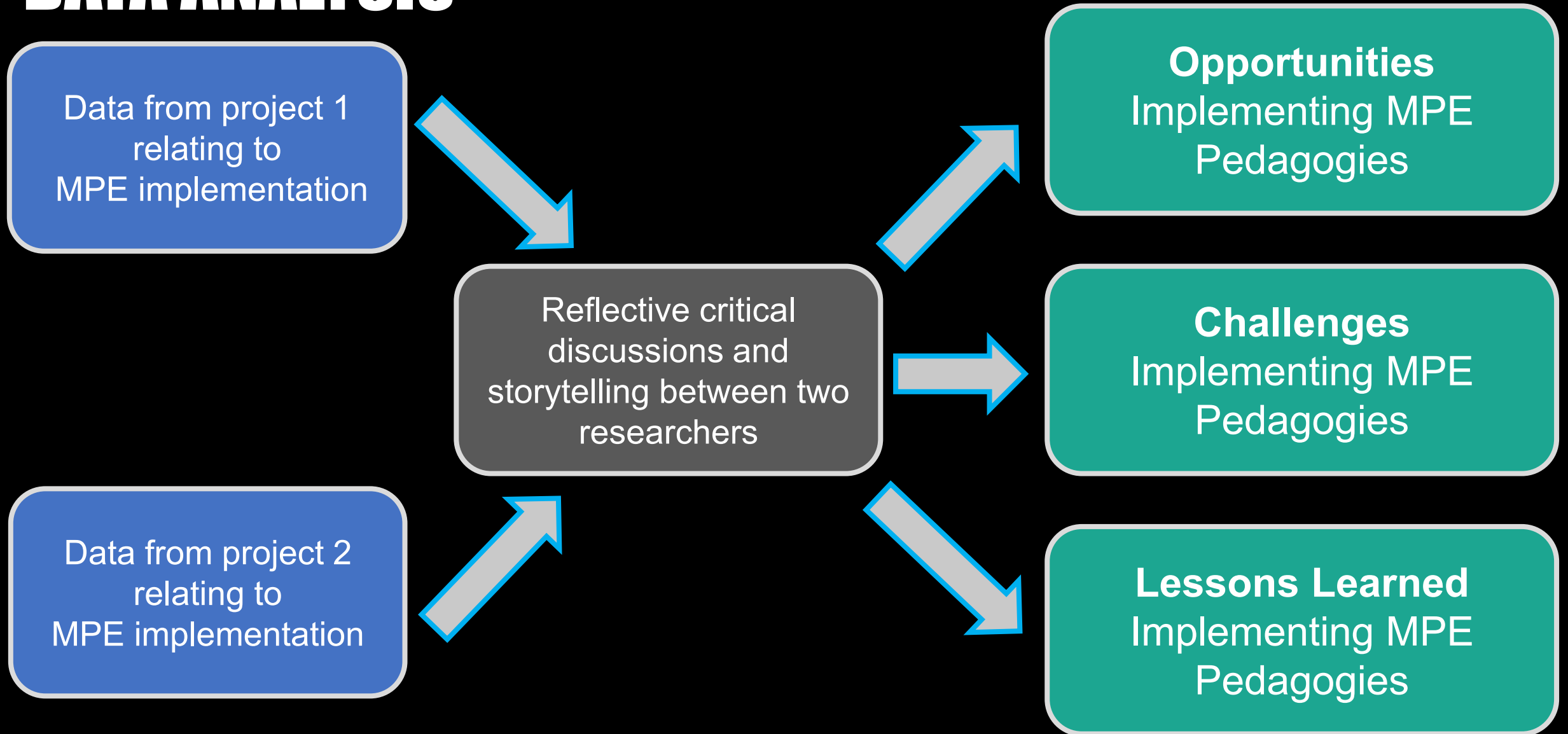
PROJECT 2: PEDAGOGIES IN ACTION

Democratic Approaches: Intentional use of democratic approaches (choice, pupil voice). MPE-specific lesson plan created and implemented.

Goal Setting: Incorporated throughout, including choosing pre-set teacher-generated goals, or pupils setting their own personalised goals.

Reflection: Formal and informal reflection periods. This often used MPE features as stimuli. Pupils reflected on their experiences and attempted to connect PE experiences to wider life.

DATA ANALYSIS



OPPORTUNITIES IMPLEMENTING MPE PEDAGOGIES

- **Empowering Pupil Voice & Choice**
- **Enhancing Engagement & Enjoyment**
- **Supporting Personal Relevance**
- **Fostering Inclusivity**

CHALLENGES IMPLEMENTING MPE PE PEDAGOGIES

- **Navigating Systemic Barriers**
- **Time Constraints**
- **Balancing Pupil Autonomy and Teacher Control**
- **Teacher Training and Support**
- **Maintaining Fidelity**

LESSONS LEARNED IMPLEMENTING MPE PEDAGOGIES

- **Be Intentional**
- **Prioritise Pupil Voice**
- **Embed Core Pedagogies Flexibly**
- **Acknowledge and Address Systemic Factors**
- **Support is Key**

CONCLUSIONS AND CONTRIBUTION

- Implementing MPE pedagogies holds significant potential to make PE more inclusive, engaging, and relevant for all pupils.
- Success requires intentional planning, prioritising pupil voice, and embedding the key pedagogies as a gateway to the features of MPE.
- Significant challenges remain, often rooted in systemic issues and the complexity of changing entrenched practices.
- This study contributes practical insights for practitioners and highlights the need for systemic support to enhance PE for future generations.

REFERENCES

- Anselma M., Altenburg T., Chinapaw M. (2019) Kids in Action: the protocol of a Youth Participatory Action Research project to promote physical activity and dietary behaviour. *BMJ Open*.
- Baumann, S. E., Lhaki, P., & Burke, J. G. (2020). Collaborative Filmmaking: A Participatory, Visual Research Method. *Qualitative health research*, 30(14), 2248–2264. <https://doi.org/10.1177/1049732320941826>
- Beni, S., Fletcher, T., & Ní Chróinín, D. (2017). Meaningful experiences in physical education and youth sport: a review of the literature. *Quest*, 69(3), 291–312. <https://doi.org/10.1080/00336297.2016.1224192>
- Braun, V., & Clarke, V. (2022). *Thematic analysis: a practical guide*. Sage.
- Enright, E. & O'Sullivan, M. (2011) Chapter 10 Listening to young people's voices in physical education and youth sport research. In Armour, K. & MacDonald, D. (2011) *Research Methods in Physical Education and Youth Sport*. Routledge. ISBN-10: 0415618851
- Fletcher, T., Chróinín, D. N., Gleddie, D., & Beni, S (2021). The why, what, and how of Meaningful Physical Education. In Fletcher, T., Chróinín, D. N., Gleddie, D., & Beni, S. (Eds.). (2021). *Meaningful Physical Education: An approach for teaching and learning*. Routledge.
- Fletcher, T., & Ní Chróinín, D. (2021). Pedagogical principles that support the prioritisation of meaningful experiences in physical education: conceptual and practical considerations. *Physical Education and Sport Pedagogy*, 1-12, 1–12. <https://doi.org/10.1080/17408989.2021.1884672>
- Lewis, P. J., & Hildebrandt, K., (2019). Storytelling as Qualitative Research, In P. Atkinson, S. Delamont, A. Cernat, J.W. Sakshaug, & R.A. Williams (Eds.), *SAGE Research Methods Foundations*. <https://doi.org/10.4135/9781526421036754858>
- Shamrova, D.P. & Cummings, C.E. (2017) Participatory action research (PAR) with children and youth: An integrative review of methodology and PAR outcomes for participants, organizations, and communities. *Children and Youth Services Review*: 81:400-412.
- Stolle, E. P., & Frambaugh-Kritzer, C. (2022). Critical friendship as a research tool: Examining the critical friend definition continuum. In *Learning through collaboration in self-study: Critical friendship, collaborative self-study, and self-study communities of practice* (pp. 25-38). Singapore: Springer Nature Singapore.
- Wintle, J. (2022). Physical education and physical activity promotion: lifestyle sports as meaningful experiences. *Education Sciences*, 12(3), 181–197. <https://doi.org/10.3390/educsci12030181>
- Wintle, J., Durden-Myers, E. & Lewis, K. (2025). Using lifestyle sports to create a 'meaningful' PE experience. In Leeder, T. & Beaumont, L. (2025). *Teaching and coaching lifestyle sports: Research and practice*. Routledge

MEET EVERY AMBITION

Dr Jordan Wintle
e: jwintle1@glos.ac.uk
w: glos.ac.uk

Juliet Paterson
e: jpaterson3@glos.ac.uk
w: glos.ac.uk