

RIHPEP MEMBERS NEWSLETTER

Issue 1

Research and Innovation Hub for Physical Educators and their Pupils



WELCOME

by Kate, Tom and Paul

RIHPEP was co-founded by Dr Tom Van Rossum, Kate Bancroft and Paul Ogilvie during summer 2020. In December 2020, we asked ten PE school practitioners to become associate members. We were delighted that Primary PE leads and teachers from all over Leeds, including PE teachers working for Leeds United FC, also agreed to join.

In this short newsletter, you'll learn about our first RIHPEP research bid, a number of research projects we have underway and what we are focussing on over the next few months.

You'll be able to read about two projects we have underway, one involving whether girls' perceptions of physical activity have changed due to COVID-19 lockdowns and how this information can be used by PE departments. The other new research project aims to work with Key Stage Four boys in PE to help prevent sports gambling addictions.

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We have included information about our new colleague Dr Anthony Maher who will be joining Carnegie School of Education in May as a Professor, and joining RIHPEP as an advisor.

Finally, you'll learn about amazing research with Fit2Learn, which we hope will be a driver of positive physical and mental change for some of Leeds most vulnerable children.

We hope you enjoy reading about our work.

If you have any questions, do not hesitate to get in touch via PEeducators@leedsbeckett.ac.uk or follow us on Twitter @RIHPEP.

Kate, Paul and Tom.

9th March 2021



A NEW ACADEMIC PE COLLEAGUE

Dr Anthony Maher is currently a Reader at Edge Hill University. Anthony specialises in SEND and Physical Education. A Reader is an academic with a strong reputation internationally in research. We are excited to have him work as an adviser to RIHPEP.

Anthony brings with him an impressive track record of publications and external collaborations in the area and has also worked with Tom and Paul previously. Perhaps more importantly, Anthony brings a passion for social justice that matches the values of Carnegie School of Education and RIHPEP. He joins us as a professor in May.

RIHPEP GIRLS PE COVID-19 STUDY

A questionnaire has gone out to two secondary schools in Leeds. Each response will capture information about habitual exercise changes in between the different national lockdowns. The sample group is Key Stage Four females. We chose a questionnaire to gain information and insight that could be used to help identify what activity habits female students adopt when they have free-reign over their exercise routine. We hope the findings will benefit PE teachers choosing which activities to include in their curriculum offer in the future to help further boost engagement and participation levels.





KEY STAGE FOUR SPORTS GAMBLING PROJECT

We are in the very early planning stages of a study with over 600 male Key Stage four students at a Leeds secondary school, where the focus is to raise awareness of issues surrounding sports gambling.

It is likely that the project will feature an exciting morning of teaching, group activities and expert speakers coming in to speak to male students about how individuals can fall into gambling addictions, early signs and where to turn to for help. Data will be collected about boys' understandings about these topics prior to the morning session, and then again after it is finished to see whether their feelings and knowledge around the subject area have changed. Interviews and focus groups will be undertaken also with a group of students from each year group, to help provide rich insight into their experiences, beliefs and engagement levels of some of the participants. The focus groups will help generate qualitative data that can be analysed. We hope that, if successful, it can be potentially presented at conferences with findings and recommendations shared nationally.

RIHPEP X FIT2LEARN PROJECT

We are delighted to have won our first research bid for a project that aims to improve the emotional and mental wellbeing of a group of pupils through an innovative classroom-based activity programme. We will be working with with eight students, aged between 11 and 16 years, who attend the selected schools' alternative provision setting. This project is in partnership with Fit 2 Learn – a social enterprise helping people to achieve their potential through the use of motor skills, sound processing, and visual skills, through games, puzzles and physical activities. Fit 2 Learn are also experts in the effects of trauma on skills development. More information can be found here:

<https://www.leedsbeckett.ac.uk/news/2021/01/fit-2-learn-physical-education-project/>



HOT OFF THE PRESS

RIHPEP colleagues have had two articles published within the last month.

Exploring Coaches' Perceptions of the Feasibility of a Movement-Oriented Games-Based Assessment Within "Made to Play" Programs.

Firstly, Paul and Tom are co-authors on a truly international paper published in International Sport Coaching Journal that evaluated the feasibility of a games-based assessment of children's movement that is to be used across Nike's 'Made to Play' program. The resource contains 14 carefully designed games that help coaches to assess children's movement in a simple way that engages them along the way.

Morley, D., Miller, A., Rudd, J., Issartel, J., Goodway, J., O'Connor, D., Harvey, S., Ogilvie, P. & van Rossum, T. (2021) Exploring Coaches' Perceptions of the Feasibility of a Movement-Oriented Games-Based Assessment Within "Made to Play" Programs. International Sport Coaching Journal. Advance online publication. <https://doi.org/10.1123/iscj.2020-0038>.

Expert recommendations for the design of a teacher-oriented movement assessment tool for children aged 4-7 years: a Delphi study.

Secondly, Tom has published the third study from his PhD research that focused on the development a fundamental movement skills assessment for primary school teachers. This paper, published in Measurement in Physical Education and Exercise Science, reports on a Delphi poll conducted to establish the content of the assessment. It provides consensus from experts to inform the development of the assessment and provides highly sought clarity for practitioners and researchers to realise the most important skills for children to develop during early childhood.

Van Rossum, T., Fowweather, L., Hayes, S., Richardson, D., & Morley, D. (2021). Expert recommendations for the design of a teacher-oriented movement assessment tool for children aged 4-7 years: a Delphi study. Measurement in Physical Education and Exercise Science, 1-11. <https://doi.org/10.1080/1091367X.2021.1876070>

