

INSTRUCTION AND SUPERVISION

The PE/HE curriculum is best implemented by teaching staff with the training to teach PE/HE.

Challenges

At all times, safety, liability, and local policies must be considered when administrators are making staffing decisions. Decisions related to teaching, assessing, and reporting of student achievement on Department-developed curriculum learning outcomes must be made by teachers with the approval of the administrator. Other challenges include

- complying with local staffing policies and procedures
- accessing teachers with training in physical education and/or health education
- acquiring support for classes that require additional supervision
- addressing safety and liability issues
- implementing criminal record/child abuse registry checks for non-staff assisting with students in schools

Strategies

Following are suggestions to consider when making decisions related to who is providing the instruction and/or supervision.

1. Teacher Collaboration

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|| Occasionally, the physical education teacher could set up activity circuits in an available indoor or outdoor space that can be supervised by a partnering classroom teacher to provide students more opportunity to work on their movement and fitness development.
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|| Teacher librarians or information-technology coordinators can help students achieve health education learning outcomes.
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|| Classes can be combined for activities and jointly taught and supervised by physical education and classroom teachers in keeping with safety guidelines. With multiple classes, classroom teachers can divide the year up and assist with physical education. This arrangement works best when it is only needed occasionally and where suitable facilities are available.

2. External Experts

Inviting external experts who are professionals trained and/or working in recreation/health/physical education fields can enhance programming options.

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|| Small communities may be able to share the cost of hiring a teacher who works part-time in the school system teaching PE/HE and part-time, for example, as a hospital therapist or community recreation director.
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|| A resource person who is not a qualified teacher may still assist with instruction, under appropriate teacher supervision.

3. Itinerant Teachers

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|| Hiring an itinerant teacher who can travel between schools and pick up either the full or part of the required time in each assigned school can increase programming options. Such a person can also act as a consultant to teachers responsible for the rest of the program.

4. Specialty Skills

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|| Teaching staff with specialty skills in a particular area (e.g., dance, yoga, fitness, music, juggling) can be encouraged to offer large-group workshops. The time commitment could vary, and these teachers' regular responsibilities could be assumed by teachers whose students take part in the sessions, depending on local situations and a specially planned schedule.

5. Limited Teaching Permits

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|| In limited and emergency cases where no other options are available, an individual who may not be formally trained to teach but has training in related fields may, upon application to the Department, be issued a permit. See Appendix 2 for information about issuing and cancelling a permit.

6. Volunteers

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|| Capable members of the school staff or community, such as parent/community volunteers, certified coaches and instructors, public health professionals, and university students can be called upon to assist with programming. They must comply with any requirements to undergo criminal record/child abuse registry checks as may be set out in local school board policy.

7. Coaches and Instructors

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|| Certified coaches and instructors (e.g., fitness instructors, ski instructors, climbing experts, canoeing instructors, golf professionals) can make presentations on different physical activities or sports as part of the PE/HE programming. These sessions need to be monitored and supervised by teachers. This strategy will depend on instructor qualifications, the availability of and easy access to facilities and equipment, as well as costs.

8. Public Health Professionals

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|| Public health professionals such as nurses, dieticians, doctors, exercise specialists, social workers, and therapists can become involved in offering health education in schools on set or special days of the week, month, or year.

9. Post-secondary Education Institutions

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|| Post-secondary education institutions can arrange opportunities for teacher candidates or undergraduate students to instruct classes. For example, dental hygiene trainees from a community college could take part in a symposium at the school by setting up stations related to the learning outcomes on dental health.

10. Leadership

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|| High school students in leadership courses who are working on a practicum can become involved as leaders/assistants in PE/HE. In a Kindergarten to Grade 12 school, Senior Years students can help teachers who are working with younger students.