



E-SPRINTER

A newsletter of the Health and Physical Education Council of the Alberta Teachers' Association

March 2018

President's Message

Hello HPEC members, and Happy New Year! It is my hope that this newsletter finds you re-energized after the winter break and excited for what 2018 will bring. First, an expression of gratitude: thank you for all that each of you do to promote and deliver quality health and physical education programs across Alberta—our students are healthier and happier because of the effort you make every day. Thank you to the HPEC volunteer executive members who work tirelessly to advocate for quality health and physical education programs and provide opportunities for the professional growth and development of HPEC members. Thank you to Ever Active Schools (EAS) for the amazing work, the forward-thinking leadership and the supports it provides to promote healthy, active school communities in Alberta.

With the coming of the new year, when many take a look back on 2017

and make goals for 2018, I thought an appropriate focus of this welcome message would be setting instructional goals and reflective practice.

Too often when I am asked what I do for a living and I reply that I am a health and physical education educator, it breaks my heart that there is a negative association expressed regarding physical education. When probing deeper, I find that this attitude often comes down to the individual having experienced a feeling of not being successful or engaged, and that physical education is about sports and for athletes. Knowing the wellness benefits—physical, mental, intellectual and emotional—that can be realized through physical activity, it has been my goal to break this stereotype and hope that future students have positive recollections of physical education and lifelong feelings toward physical activity.

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www.hpec.ab.ca



I am not an expert. However, I believe in and have benefited from the generous contributions of many HPE champions to the HPE community, allowing each of us to take away what works for us in our individual practice. In my experience, a reflective practice is key in pursuit of this goal. When it comes to reflective practice, here are a few questions I ask myself after a lesson:

- Student Engagement: Were the students engaged? What did they enjoy? When did they disengage and why? Can activities in which some students disengage be modified so that they become engaging, or is a new activity needed?
- Student Learning: What was the learning intention the activities were chosen for? Did the activities allow students of all abilities to be active participants, have time on task and improve the specific learning regarding the outcome I was focusing on? What successes did the students realize?
- Formative Feedback: How did I provide feedback for learning to students and how effective was it?

Did feedback allow students to improve and find success, help students develop a growth mindset, motivate students and reinforce the specific learning I was targeting?

To inform the answers to these questions, topics that have been useful in the pursuit of this goal include physical literacy, outcome-based instruction or purposeful PE, growth mindset, inquiry-based instruction, focus on student choice and self-direction, and teaching personal and social responsibility through physical activity. Please check out the HPEC blog, where I will outline resources related to these topics in greater detail.

In the spirit of reflective practice, a useful tool for an overall HPE program is the PHE Canada Quality Health and Physical Education Award criteria, which are available at www.phecanada.ca/awards.

Excited to learn and play alongside you at the HPEC 2018 conference in Calgary, May 3–5, 2018!

Be well, be active.

Elisha O'Lain

HPEC Grant Recipients 2018

Preservice Teacher Grant Recipients

Charlotte Rollett
Arvin Tonolet
Hajnal Kiss

HPEC Membership Grant Recipients

Darren Hall
Brent Lendvay
Nelda Chilboyko
Theresa O'Neill

ATA Educational Trust Grant Recipients

Corina Bussard
Kendra Eliuk
Marvin Pittman
Dan Potvin
David van den Bijgaart

Congratulations to all the 2018 HPEC and ATA grant recipients. We look forward to seeing you at the HPEC 2018 "Finding Balance" conference!



Conference 2018—“Finding Balance”



The Health and Physical Education Council is excited to be hosting the 2018 conference, at Mount Royal University,

Calgary, from May 3–5, 2018.

Registration is open at <https://event-wizard.com/HPEC2018Calgary/0/register/>.

All conference information is available at www.hpec.ab.ca/hpec-2018-finding-balance.

HPEC 2018 “Finding Balance” Program Highlights

The following organizations have confirmed sessions during the HPEC preconference and the HPEC regular conference:

- Alberta Education
- Alberta Health Services
- Be Fit for Life
- CIRA
- Ever Active Schools
- Gopher
- Hockey Canada
- HPEC
- Joey Feith, The Physical Educator
- Mount Royal University
- Netball Alberta
- Play Education
- Thompson Publishing
- University of Alberta
- University of Calgary

Look for more sessions to be highlighted on the HPEC website“, www.hpec.ab.ca.

The conference program at a glance is available at www.hpec.ab.ca/program18.

HPEC 2018 “Finding Balance” Keynote: Joey Feith, The Physical Educator

Leading from the Trenches ... A journey of a young PE teacher. Purposeful planning, unpacking broad learning outcomes into teachable content.

<https://thephysicaleducator.com/>

[www.youtube.com/user/](http://www.youtube.com/user/ThePhysicalEducator)

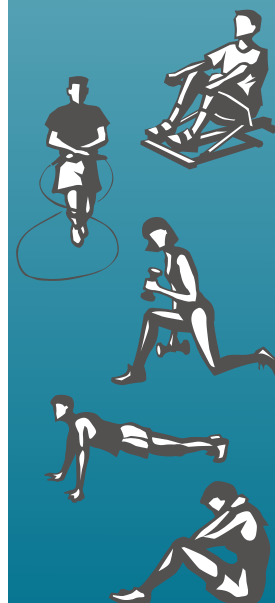
ThePhysicalEducator

@JoeyFeith



HPEC 2018 “Finding Balance” Accommodations

Book your conference accommodations at Grey Eagle Resort or Mount Royal University Residence. For more information, see www.hpec.ab.ca/facilities-accommodations18.



HPEC Blog Submission

Mindful Movement: Connecting the Brain and Body to Help with Self-Regulation

Chris Shaw

Chris Shaw is a physical education teacher and serves as secretary on the HPEC executive.

A hot topic in the literature currently is the term *self-regulation*. Self-regulation is defined by Hoffman (2013) as the ability to adapt your

psychological, emotional and mental state to the task at hand. More specifically, Voh and Baumeister describe self-regulation as the ability to

1. attain, maintain and change one's level of energy to match the demands of a task or situation;
2. monitor, evaluate and modify one's emotions;
3. sustain and shift one's attention when necessary and ignore distractions;
4. understand both the meaning of a variety of social interactions and how to engage in them in a sustained way; and
5. connect with and care about what others are thinking and feeling—to emphasize and act accordingly (as cited in Shanker 2013).

As educators, we can probably identify students that are successful in our class who exhibit these traits. We can also identify students who are reluctant learners, who are struggling with these traits. The ability to self-

regulate is increasingly being seen as a key component of enabling students to effectively respond to the everyday challenges they face (Shanker 2013). This, in turn, directly affects their ability to learn.

According to the *MindUP Curriculum*, a mindfulness curriculum created by the Hawn Foundation in 2011, students benefit from learning about how the brain responds to stress. The limbic system is composed of the amygdala, the hippocampus and the prefrontal cortex, which normally work together to make appropriate decisions. The amygdala is a structure in the brain that reacts to fear, danger and threat. When the brain is in a positive emotional state, it effectively incorporates past memories and learning from the hippocampus as well as the ability to reason and think from the prefrontal cortex to make an informed decision. However, if the brain is in a negative emotional state or stressed, the amygdala prevents input from the hippocampus and prefrontal cortex, resulting in an autonomic response of fight, flight or freeze (Hawn Foundation 2011). Helping your students understand how the brain works will help them more effectively deal with stress.

As a physical education specialist, I have begun to implement self-regulation strategies into my program. The first step was to explain the three areas of the brain to the students. Ironically, for a physical education specialist, I used a music metaphor. I equated the amygdala to the individual musicians and instruments in an orchestra. If the musicians were not given any leadership



and were able to play whatever tune they wished, the music would not sound very good. This is what happens when students try to make a decision when they are stressed. In order for the music to sound good, the musicians (amygdala) need a conductor (prefrontal cortex) and sheet music (hippocampus). When all three items are present, the music will sound great!

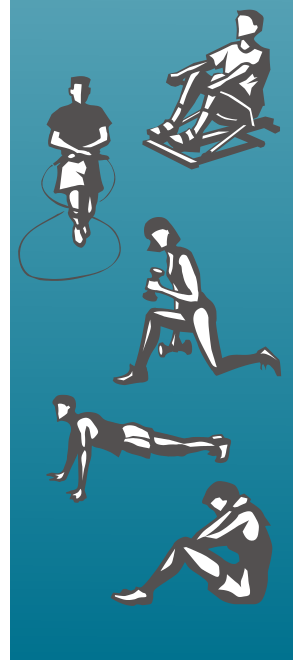
So how can we calm the brain? Two of the most effective ways to help students self-regulate and lower their stress, anxiety and worry are breathing and activity. Meditation, mindfulness and breathing have been practised for centuries. More recently, meditation has been recognized by present society as an effective method of dealing with various physical and mental ailments, including stress and anxiety (VandeGeyn 2017). It has been demonstrated as an effective technique through focusing on your breath and what is happening in the moment in a nonjudgmental way. Connecting with your breath effectively lowers your heart rate and refocuses your brain, thus creating a more positive mental and emotional state, and the ability to make an effective decision.

The second most effective way to self-regulate is adding movement and activity. Creating an environment of mindful movement allows students to connect their body and brain more strongly. Ratey (2008) presented overwhelming support for the importance of movement on brain development. Ratey indicated how exercise not only strengthened the brain and improved thinking, but was also a fantastic method to help relieve stress and anxiety, thus helping to create a more positive mental and emotional state and the ability to make decisions.

Currently, in my physical education program I have created a self-regulation station. This provides students with the freedom to recognize when they are feeling dysregulated and allows them to move to a safe place within the gymnasium and incorporate various breathing and movement strategies to help them return to a more positive mental and emotional state. I hope that helping students develop the ability to recognize and deal with their negative emotional state will provide a more positive environment for learning within my gymnasium and give them skills to deal with stress and anxiety throughout their lives.

References

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- Hoffman, J. 2013. "Self-Regulation Techniques for Kids." *Today's Parent*. Feb 22. Available at www.todaysparent.com/family/self-regulation-techniques-for-children/ (accessed February 22, 2018).
- Ratey, J J. 2008. *Spark: The Revolutionary New Science of Exercise and the Brain*. New York: Little, Brown.
- Shanker, S. 2013. *Calm, Alert, and Learning: Classroom Strategies for Self-Regulation*. Toronto: Pearson Canada.
- VandeGeyn, L. 2017. "Mindfulness for Kids: Learning Emotional Regulation in School." *Today's Parent*. April 6. Available at www.todaysparent.com/family/mindfulness-for-kids-learning-emotional-regulation-in-school/ (accessed February 22, 2018).
- Voh, K D, and R F Baumeister, eds. *The Handbook of Self-Regulation*. 2nd ed. New York: Guilford. Cited in Shanker 2013.
- Visit <http://albertahpec.blogspot.ca/> for full HPEC blog content.



Curriculum Development

On June 15, 2016, Minister of Education David Eggen announced that Alberta Education is embarking on a new curriculum development process that will help create a road map for the future of education in Alberta.

Alberta Education is partnering with the Alberta Teachers' Association on the development of future kindergarten to Grade 12 provincial curriculum in English and French. Curriculum development work that began in fall 2016 will span six years and focus on six subjects, including wellness education. Future curriculum will build on the strengths of the current curriculum and will place a greater emphasis on 21st-century competencies, literacy and numeracy across all subjects and grades. This approach will help build an even stronger foundation for student success in a dynamic, global society and diversified economy.

Targeted timelines for ministerial approval of curriculum are listed below:

- Grades K–4 December 2018
- Grades 5–8 December 2019
- Grades 9–10 (3 subject areas) December 2020
- Grades 9–10 (3 subject areas) December 2021
- Grades 11–12 (3 subject areas) December 2021
- Grades 11–12 (3 subject areas) December 2022

Provincial curriculum is being developed in alignment with *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*.¹ The role of this framework is to set a common direction for development of provincial

curriculum. It describes the purpose of curriculum and includes common principles and standards that guide what will be included in future curriculum and a common design for how curriculum will look.

Alberta's kindergarten to Grade 12 provincial curriculum development process includes three interconnected phases: shaping, developing and implementing. The process will involve stakeholder engagement during each phase.

The shaping phase involves reviewing the strengths and gaps in Alberta's current curriculum; looking at current research for each subject; identifying the evolving needs of students; a review of the curriculum in other provinces, territories and countries; and input from Albertans.

The fall 2016 online provincial curriculum survey helped confirm the direction of our work and provided feedback on the current K–12 provincial curriculum. More than 32,000 Albertans completed Part A—providing feedback on the general direction of curriculum development, and over 25,000 Albertans completed Part B—providing feedback on subject areas at all grade levels. A summary of survey responses is available at <https://education.alberta.ca/media/3575992/survey-summary-english.pdf>.

The developing phase began in fall 2016 with the establishment of curriculum working groups. These groups are made up of ministry staff, kindergarten to Grade 12 teachers, postsecondary professors and instructors, inclusive education and early learning specialists, and educators

1 <https://open.alberta.ca/publications/9781460130971>



who have in-depth knowledge and hands-on experience within subjects and across grades. The first step in the developing phase was to draft kindergarten to Grade 12 subject introductions and scope and sequences (essential understandings, guiding questions, concepts and procedures) in six subjects, including the combined kindergarten to Grade 12 health and physical education program of studies.

The spring 2017 provincial curriculum survey collected feedback to help refine the draft subject introductions and scope (what students will learn) and sequences (when they will learn it). There were also focus groups made up of teachers, postsecondary professors and representatives from stakeholder organizations who reviewed and provided insights and feedback on the draft curriculum elements.

The refined draft subject introduction and draft scope and sequence for the combined K–12 health and physical education program of studies were used to develop learning outcomes beginning in September 2017. Alberta Education is working with curriculum working groups to complete draft learning outcomes for the six subject areas, beginning with kindergarten to Grade 4. The cycle of developing learning outcomes and reviewing and validating the draft curriculum elements will continue through to December 2022.

The implementing phase involves determining the implementation timelines for future curriculum and how we will work with our stakeholders in supporting implementation of provincial curriculum. Alberta Education began the discussion with education stakeholders in the fall of 2017 on developing a provincial implementation model. Current curriculum remains in effect

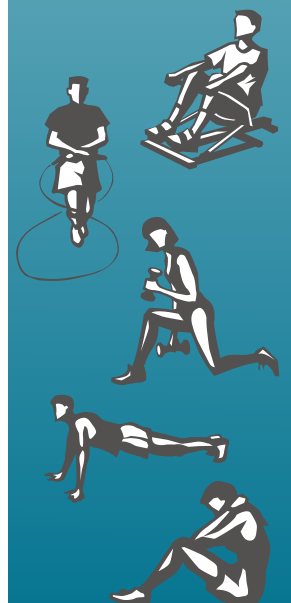
until future provincial curriculum is approved by the minister of education. Timelines for implementation of future provincial curriculum have yet to be set.

More information about kindergarten to Grade 12 provincial curriculum development is available at <https://education.alberta.ca/curriculum-development/>.

For more information regarding wellness-related programs of study, contact Omar Elladen, senior manager, wellness education, at omar.elladen@gov.ab.ca or Jeff Bath, senior manager, wellness education, at jeff.bath@gov.ab.ca.

Important HPEC Links

- HPEC website: www.hpec.ab.ca/
- If you are not an HPEC member, please consider joining HPEC as your specialist council membership—go to www.teachers.ab.ca > For Members > Professional Development > Specialist Councils > Specialist Council Memberships.
- HPEC mailing list—sign up on the HPEC website: www.hpec.ab.ca/news?mid=906
- HPEC Social Media <https://twitter.com/albertahpec> and www.facebook.com/HPECAlberta



HPEC Executive Member in the Spotlight

Kim Hordal-Hlewka, Comprehensive School Health


Kim is currently assistant principal at Michael Phair Junior High School, in Edmonton. Below, Kim shares how <http://teachresiliency.ca/> is a great comprehensive school health resource that teachers can use throughout their schools.

This resource was created by teachers for teachers. The resources and tools on this site truly speak to the importance of using a healthy schools approach or, as we call it here in Alberta and at EPSB, a comprehensive school health (CSH) approach to learning.

One resource that we used as an admin team when opening our new school was the Administrators Wellness

Focused Tip Sheet. As a team, we felt that the best way to build a new school from the ground up was to make health and well-being our foundation. This tip sheet allowed us to make sure that we were looking at our supports and our PD from all angles to support well-being for not only our students but also for our team. This tip sheet is easy to follow and made our work far more meaningful. This resource also gave us validation for the importance of wellness for our entire family at Michael Phair Junior High.

Below are a few of the things that we have begun at Michael Phair, using this resource as our guide.

- 
- 01** Beginning the year with a small team has allowed us at MP to truly promote team among our staff. The staff has been provided time each month to work together in grade groups or subject groups. This has created a space where the team truly feels connected and heard.
 - 02** We make a point during every PD day and also every staff meeting time to connect to personal wellness. We have done team building activities to staff yoga, and staff get-togethers. It is crucial that as an admin team that we “walk the talk.” Personal wellness and family come first and every staff member hears that from the admin.
 - 03** Each one of our PD days includes an element to social emotional learning, staff wellness, team building and a comprehensive school health approach.
 - 09** Our goal from our first meeting with our staff was to talk about the importance of building connections and relationships with our students. It is crucial to our work that we take the time to truly connect to our students, to truly listen to their voice
 - 12** By making sure we include wellness in our PD days, our staff meetings and our messaging to students, we feel this is beginning to truly open the doors to stamping out stigma around mental health with our MP family.
 - 13** Our goal in our first year of opening our new school was to make sure that all of our school PD supported a CSH approach and made sure we connect to social emotional learning.
 - 14** We have 3 staff members on a team of 15 who are mental health first aid trained as well as go-to educator trained and ASIST trained. We will continue to allocate funds toward mental health first aid for staff and students.

Administrator/School-Focussed Wellness

01
Promote peer coaching.

02
Create a climate absent of fear to promote personal wellness.

03
Stigma reduction through education regarding personal wellness and health.

04
Mobilize and support the positive champion.

05
Know how to have a conversation with a negative leader.

06
Acknowledge the importance of emotional intelligence.

07
Work toward stigma reduction.

08
Creation of a positive school culture is an administrator's most important contribution.

09
Foster positive relationships within the school through supportive exchanges.

10
Go with the teachers you know are positive and are willing to "buy in."

11
Psychoeducation helps wehn addressing school mental health.

12
Be proactive rather than reactive in issues related to mental health.

13
Plan wellness workshops and activities.

14
Offer Mental Health First Aid.

Ever Active Schools Highlighted Resources: Move Your Body, Grow Your Brain

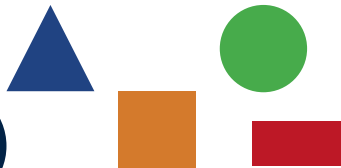


Don't Walk in The Hallway

These resource cards feature a number of different active lesson plans using the Don't Walk in the Hallway Decals!

- 24 Double sided Cards
- Four Unique Patterns
- Cross Curricular Energizers
- Daily Physical Activities

\$20



Don't Sit Still in Class

This electronic resource features research and rationale for developing standing and multi-level classrooms to promote spontaneous movement, active learning and encourage choice among students!

- Conversation Starters to gain buy-in within your school community
- Design ideas & implementation techniques
- Supply lists & case studies

\$10





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A complete list of the HPEC executive is available at www.hpec.ab.ca/current-hpec-executive.

Stay Connected WITH HPEC



HPEC is active on social media and frequently shares HPE information through its Facebook and Twitter accounts.



Recently HPEC has improved and updated its blog—please check it out at <http://albertahpec.blogspot.ca/>.



Please follow HPEC on Twitter @albertaHPEC and like HPEC on Facebook.

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