

## Gordon Kirk Travel Scholarship 2024 application

### Aim:

The purpose of this travel scholarship is to investigate the implementation of Learning about Meaningful Physical Education (LAMPE) pedagogies across different contexts (Ní Chróinín, Fletcher and O'Sullivan, 2018), namely London, UK and St. Catharines, Ontario, Canada.

### Scholarship context:

LAMPE is a set of pedagogical principles that may guide Physical Education Teacher Educators (PETE) to encourage student teachers to learn how to facilitate meaningful physical education experiences for their pupils (Ní Chróinín, Fletcher and O'Sullivan, 2018). The principles were established by extracting empirical evidence that supported their effectiveness from the perceptions of teacher educators (Fletcher et al, 2018) and student teachers (Fletcher et al, 2020). Each pedagogical principle provides direction on the practice teacher educators can prioritise to enhance student teachers learning how to facilitate meaningful participation in school-based physical education (Ní Chróinín and Fletcher, 2021).

Principle	Explanation
1. Meaningfulness cut across all PETE experience	Meaningfulness should be a consistent explicit anchor across all aspects of the PETE experience, including planning documentation, learning outcomes and assessments.
2. Modelling pedagogies that support meaningful experiences	Teacher educators model pedagogies that support meaningful experiences: Seeing examples of pedagogies of meaningfulness being implemented alongside insight into the reasons behind decisions is influential in student teachers buying into Meaningful PE as a part of their vision for PE (Ní Chróinín et al, 2019).
3. Engaging with meaningful participation as a learner and as a teacher	Support student teachers to engage with the features of meaningful participation as a learner and as a teacher: Gaining insight on both learner and teacher perspectives can help student teachers to better understand learner positioning. Experiencing practical activities in both teacher and participant roles helps student teachers see how pedagogies of meaningfulness operate and provide a coherent steer to future action.
4. Using the features of meaningful participation	Frame learning activities using features of meaningful participation: These features are social interaction, fun, challenge, motor competence, personally relevant learning, and delight (Beni et al., 2017). Using the features as a shared language provides an accessible entry point for student teachers to begin to analyse and direct their teacher decision-making towards promoting meaningfulness (Fletcher, Ní Chróinín and O'Sullivan, 2019) and

	promoting consistency in their developing teacher vision (Ní Chróinín et al, 2019).
5. Supporting reflection on the meaningfulness of PE experiences	Support reflection on the meaningfulness of PE experiences: Reflection on experiences, both as a teacher and participant, helps student teachers to make sense of experiences by analysing what was significant. Developing a language to describe participation experiences for student teachers is important to ensure they can in turn promote a language of meaningfulness in their teaching.

**Table 1.** Pedagogical principles of Learning About Meaningful Physical Education (LAMPE) from Ní Chróinín, Fletcher, and O’Sullivan (2018)

### Why Brock University?

[Tim Fletcher’s research](#) focuses on how teachers implement pedagogies that support meaningful experiences for learners in physical education, highlighted in a recent co-edited text *Meaningful Physical Education: An Approach to Guide Teaching and Learning* (2021, Routledge). They have published extensively and co-established the principles of LAMPE (Ní Chróinín and Fletcher, 2018). They are a world leader in this field and it would be a privilege to learn from their rich knowledge and experience.

### What will happen?

The funding will assist the scholar to travel to St. Catharines, Ontario, Canada, for a minimum of 12 days and support subsistence (accommodation and meals) during the first semester of the academic year 2024/25. Activities will include;

- Job shadowing with colleagues at the host university in physical and health education
- Meetings to discuss best practices, methods, and strategies in teacher education utilising the principles of LAMPE; challenges of implementing principles of LAMPE pedagogies in different contexts, e.g. how do the constraints of the Initial Teacher Training Core Content Framework/Early Career Framework impact implementation of LAMPE in England?
- Observing teacher education lectures, seminars, and practical workshops
- Teaching seminars and practical workshops to host university students
- Exploration of the potential for student and staff exchanges
- Knowledge exchange between staff leading to potential joint research and resource development.

### Outcomes

- Submit reflective report to UCET and publish on LAMPE [website](#)
- Initiate planning for a new Secondary PGCE physical education curriculum/route utilising the LAMPE principles at IOE, UCL’s Faculty of Education and Society
- Submit a journal article to the *Journal of Teaching in Physical Education*
- Submit a journal article to *Physical Education Matters* (Association for Physical Education)

- Presentations at IOE, UCL's Faculty of Education and Society research events, e.g. Curriculum, Pedagogy and Assessment Making a Difference festival; Centre for Teachers and Teaching Research seminar series
- Presentation at the annual Universities' Council for the Education of Teachers (UCET) and/or Teacher Education Advancement Network (TEAN) conference
- Help to develop the shape of the research questions and potential methodology of the applicant's EdD

## References

Fletcher, T., Chróinín, D. N., O'Sullivan, M., & Beni, S. (2020). Pre-service teachers articulating their learning about meaningful physical education. *European Physical Education Review*, 26(4), 885–902. <https://doi.org/10.1177/1356336X19899693>

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## Academic Curriculum Vitae

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<b>Employment History - with dates</b>	
<b>Dates</b>	<b>Organisation and job role</b>
<ul style="list-style-type: none"> <li>• September 2023–present – Programme Leader Secondary PGCE, University College London</li> <li>• September 2018-August 2023 - Senior Lecturer, Kingston University</li> <li>• January 2013-August 2018 - Senior Lecturer, University of East London</li> <li>• September 2011-December 2012 - Highbury Fields School, London. Head of Physical Education</li> <li>• September 2005-August 2011 -Cambridge Education @ Islington, London. School Sport Coordinator</li> <li>• September 2002-August 2005 - Islington Green School, London. Head of Physical Education</li> <li>• May 2002-August 2002 - Youth Sport Trust, (Temporary contract). Sport Development Officer</li> <li>• April 1999-March 2002 - Island Sport Trust (IST), Jamaica. Sport Development Officer</li> <li>• January 1996-March 1999 - Nevis Island Administration Education Department, Eastern Caribbean (Voluntary Services Overseas). Physical Education Adviser</li> <li>• September 1993-December 1995 - Carmel R.C. Comprehensive, Darlington. Phys. Ed. Teacher</li> </ul>	
<b>Professional Bodies/ Communities of Practice within ITE</b>	
<ul style="list-style-type: none"> <li>• Individual Member of the International Association for Physical Education in Higher Education (AIESEP)</li> <li>• Member of Association for Physical Education</li> <li>• Member of Association for Physical Education London Region Committee</li> <li>• Fellow of Chartered College of Teaching</li> <li>• Youth Sport Trust Learning Academy Tutor</li> <li>• Primary Physical Education Assembly network member</li> </ul>	

<b>Relevant Academic Qualification(s) - with dates and awarding institution</b>	
<b>Dates</b>	<b>Qualification and awarding body</b>
<ul style="list-style-type: none"> <li>• BA (Hons), Physical Education &amp; Recreation with Business Management &amp; Administration, University of Leeds (1989-1992)</li> <li>• PGCE Secondary Physical Education, Brighton University (1992-1993)</li> <li>• Senior Fellow Higher Education Academy (2014)</li> <li>• Currently studying for Professional Doctorate in Education at Bath Spa University (March 2019 – present)</li> </ul>	

<b>Publications/Research</b>
<ul style="list-style-type: none"> <li>• Iannucci, C., Ní Chróinín, D., Luguetti, C. and Hamblin, D. (2023) Is meaningful physical education and social justice a complimentary combination? A physical education</li> </ul>

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- Hamblin, D. and Beckey, A. (2021) 'Gradually removing the stabilisers: mentoring in physical education,' *Physical Education Matters*, 16 (3), pp.60-62.
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